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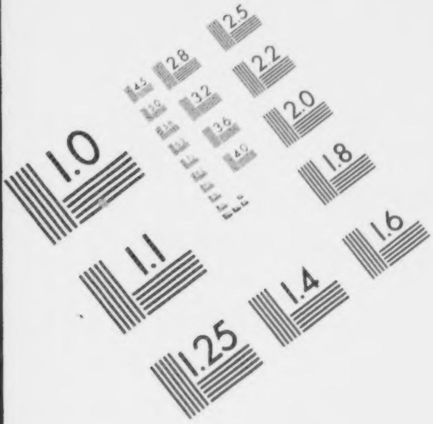

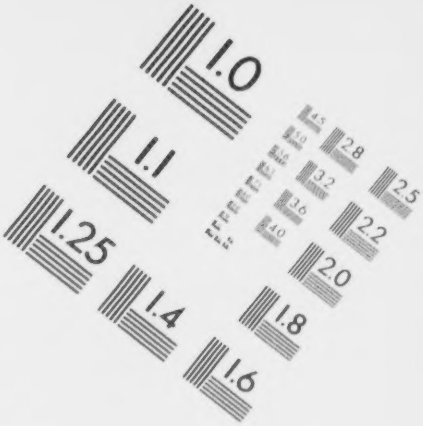

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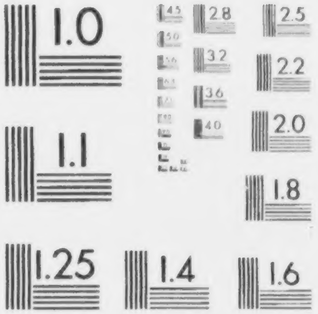

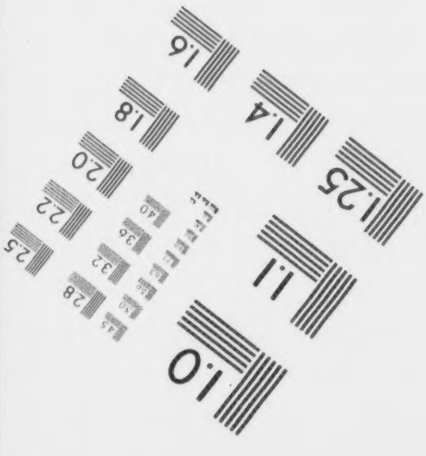

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ABSTRACT

Laura Bush hosted a White House Conference on School Libraries on June 4, 2002, to discuss the latest research on libraries, student achievement and successful local programs. Mrs. Bush's cohost was Dr. Robert Martin, Director of the Institute of Museum and Library Services and education, library, government and philanthropic leaders from across the country. Experts and panelists offered stories of the power of school libraries to make a difference in student achievement. Contents of this Proceedings include opening remarks by First Lady Laura Bush and by Dr. Robert Martin, followed by the following presentations: "White House Conference on School Libraries: Keynote Address" (Dr. Vartan Gregorian, Carnegie Corporation); "The Role of School Libraries in Elementary and Secondary Education" (Dr. Susan Neuman, Assistant Secretary for Elementary and Secondary Education, United States Department of Education); "What Research Tells Us About the Importance of School Libraries" (Keith Curry Lance, Ph.D., Director, Library Research Service, Colorado State Library); "Reflections of an Empowered Library" (Faye Pharr, Lakeside Academy of Math, Science, and Technology, Chattanooga, TN); "What's It Take?" (Gary Hartzell, Professor, Educational Administration and Supervision, University of Nebraska, Omaha); "Building Student Learning through School Libraries"; (Dr. Kathleen D. Smith, Cherry Creek High School, Greenwood Village, CO); "History of Medford School District Library Media Centers" (Dr. Steve Wisely, Superintendent, Medford School District, Medford, OR); and "The Role of Foundations and Philanthropy in Supporting School Libraries"; (M. Christine DeVita, President, Wallace-Reader's Digest Funds). Closing Remarks from First Lady Laura Bush are followed by a list of sources for more information that includes: speakers' and panelists' biographies; resources for capitalizing on the school library's potential to positively affect student achievement; a press release on the Conference; a page of information on the Laura Bush Foundation for America's Libraries, including digital photos; and a document from the American Association of School Librarians. (AEF)

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Proceedings

Tuesday, June 4, 2002

Supplement to the Sept/Oct Issue of Knowledge Quest

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White House Conference on School Libraries

On June 4, 2002, Laura Bush hosted a White House Conference on School Libraries to discuss the latest research on libraries, student achievement and successful local programs. Mrs. Bush was joined by her co-host, Dr. Robert Martin, Director of the Institute of Museum and Library Services and education, library, government and philanthropic leaders from across the country. Experts and panelists offered compelling stories of the power of school libraries to make a difference in student achievement.

- Opening Remarks - First Lady Laura Bush
- Opening Remarks - Dr. Robert Martin, Director, Institute of Museum and Library Services
- White House Conference on School Libraries: Keynote Address - Dr. Vartan Gregorian, Carnegie Corporation
- The Role of School Libraries in Elementary and Secondary Eduation - Dr. Susan Neuman, Assistant Secretary for Elementary and Secondary Education, United States Department of Education
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- Closing Remarks - First Lady Laura Bush

For More Information:
Speakers and Panelists Biographies

Capitalizing on the School Library's Potential to Positively Affect Student Achievement - A List of Resources

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Laura Bush Foundation for America's Libraries

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For Immediate Release
Office of Mrs. Bush
June 4, 2002

Opening Remarks by Mrs. Bush at White House Conference on School Libraries

As delivered.

Welcome to the White House Conference on School Libraries. One of Americas greatest advocates for reading and books is here with me todaymy mother-in-law, Barbara Bush.

Several distinguished members from Congress are here

Senator Ted Kennedy;

Senator Arlen Specter;

Congressman Ralph Regula; and

Senator Jack Reed.

Welcome.

When I was a child, one of my most prized possessions was my library card from the Midland Public Library. I am fortunate that my mother took me to get my library card at an early age. In fact, that was the first card I carried in my wallet, and I used it throughout my childhood to borrow books from what seemed to me to be a vast and inexhaustible collection.

That card was my passport to visit a little house on the prairie, sail across the ocean on a whaling ship, or travel back in time. These childhood adventures are not mine alonethey belong to any child who has the chance to browse a librarys bookshelves.

Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open.

In his essay titled, "In Defense of the Book," William H. Gass writes:

"The library is meant to satisfy the curiosity of the curious provide a place for the lonely where they may enjoy the companionship and warmth of the word. (The library) supplies handbooks for the handy, novels for insomniacsscholarship for the scholarly, and makes available works of literature to those people they will eventually haunt so successfully."

Todays discussion is all about librariesschool libraries, community libraries places that are designed to enrich lives and learning.

I want to welcome our guest speakers today

Dr. Vartan Gregorian, president of the Carnegie Corporation of New York.

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Chris DeVita, president of Wallace-Readers Digest Funds;

Dr. Susan Neuman, assistant secretary for elementary and secondary education at the U.S. Department of Education;

Dr. Keith Curry Lance, director of the Library Research Service and one of the respected authors of the Colorado studies on libraries.

Dr. Gary Hartzell, professor of educational administration at the University of Nebraska at Omaha;

Dr. Steven R. Wisely who has served as superintendent of Medford School District in Medford, Oregon, for 17 years;

Dr. Kathleen D. Smith, principal of Cherry Creek High School in Greenwood Village, Colorado; and

Faye Kimsey-Pharr, principal of Lakeside Academy of Math, Science, and Technology in Chattanooga, Tennessee.

Dr. Robert Martin, the director of the Institute of Museum and Library Services, or IMLS, has very kindly agreed to serve as our moderator.

The IMLS is an independent federal agency that supports all types of museums and libraries, including public, academic, school, research and archives. IMLS grants help museums and libraries expand their collections and services, so millions of Americans can enjoy their exhibits and resources.

Dr. Martin is an eloquent speaker when it comes to the topic of libraries.

At a House Subcommittee hearing on education, he said, Americas libraries are the fruits of a great democracy. They exist because we believe that memory and truth are important They exist because we believe that information and knowledge are not the exclusive domain of a certain type or class of person but rather the province of all who seek to learn. A democratic society holds these institutions in high regard.

Ladies and gentlemen, Dr. Robert Martin.

# # #

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White House Conference on School Libraries

Introductory Remarks

Robert S. Martin, Ph.D
Institute of Museum and Library Services

Thank you Mrs. Bush. I know that all of you here today will agree how lucky we all are to have Laura Bush in the White House. Her support for education is genuine, unwavering and sustained. It grows from her personal experience as a school teacher and librarian. She inspires us to do our best for the children and families we serve. We are so grateful for all the work she has done, for libraries, for early education, for teaching, for reading, for parents and children across the country and around the world... Mrs. Bush, thank you for your sustained dedication and your wonderful enthusiasm for learning.

I am very pleased and honored to be here this morning on behalf of the Institute of Museum and Library Services. Our grants to museums and libraries build institutional capacity, foster creativity and innovation, and leverage substantial local, state, and private resources. Everything we do at IMLS is focused on supporting and extending the important educational resources and services that museums and libraries provide for the communities that they serve.

This is a landmark event, the first time in history that there has been a national conference, hosted at the White House, focusing on school libraries. Our purpose this morning is simply to make clear to the world what many educators, educational administrators, and school librarians already know: the crucial difference that a good school library can make in enhancing learning and student achievement, and the importance of adequate book collections in making a good school library. A well-stocked library plays a central role in helping schools achieve their goals. Today you will hear compelling stories about the difference that school libraries can make.

But before we get started with the program I need to clarify one important point. As news of this event has spread in the past weeks, I have received many calls and messages offering me congratulations. My librarian colleagues have patted me on the back and asked me "how did you persuade Mrs. Bush to do this -

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to have a White House conference on school libraries?" Well, I need to set the record straight on that score. While I would like to take the credit with my librarian friends, the truth is that IMLS did nothing to persuade Mrs. Bush to do this. This conference is her idea, her initiative alone. It is due to her leadership that we are here this morning.

We at IMLS are very pleased to have been asked to collaborate, and to play a role in developing and carrying this conference to fruition. Having the opportunity to help place this national spotlight on the power of school libraries is indeed an honor and a privilege.

This conference this morning is but one example of the many things Mrs. Bush has done to create opportunities in support of education. We were pleased to accept that opportunity, and we hope that you too will take advantage of the opportunity to participate in this splendid effort.

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White House Conference on School Libraries: Keynote Address

Dr. Vartan Gregorian
Carnegie Corporation

Mrs. Laura Bush, the First Lady of our Nation, distinguished guests, fellow educators, ladies and gentlemen. First of all, I would like to thank Mrs. Bush, on behalf of all of us, in particular the parents, educators, and children, who are our future, for her commitment to education, her championship of the cause of teachers, her support for literacy and libraries, and now for highlighting the importance of school libraries. We are all grateful to you!

When Charles Dickens moved into Tavistock House, the home of his dreams, he took special care with the arrangement of his study. To insure his privacy he installed a special hidden door, made to look exactly like part of an unbroken wall of bookshelves, complete with dummy books. Dickens had no difficulty in coming up with ingenious titles for his artificial books. One was called *Cat's Lives* (nine volumes), *The History of a Short Chancery Suit* (twenty-one volumes), a seven-volume magnum opus, *The Wisdom of our Ancestors* which included the individual titles *Ignorance, Superstition, Dirt, Disease, The Block, and The Stake. The Virtues of Our Ancestors,* on the other hand, was so slender that the title had to be printed on the spine sideways. Then there was a three-volume work entitled *Five Minutes in China*. ... This morning, however, I would like to speak in praise of real libraries, real books and the act of reading.

Libraries are as old as civilization-the object of pride, envy and sometimes senseless destruction. From the clay tablets of Babylon to the computers of a modern library stretch more than five thousand years of man's and woman's insatiable desire to establish written immortality and to insure the continuity of culture and civilization, to share their memory, their wisdom, their strivings, their fantasies, their longings, and their experiences with mankind and with future generations.

Libraries have always occupied a central role in our culture. They

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contain our nation's heritage, the heritage of humanity, the record of its triumphs and failures, the record of mankind's intellectual, scientific and artistic achievements. They are the diaries of the human race. They contain humanity's collective memory. They are not repositories of human endeavor alone. They are instruments of civilization. They provide tools for learning, understanding and progress. They are a source of information, a source of knowledge, a source of wisdom; hence they are a source of action. They are a laboratory of human endeavor. They are a window to the future. They are a source of hope. They are a course of self-renewal. They represent the link between the solitary individual and mankind, which is our community. The library is the university of universities, for it contains the source and the unity of knowledge. The library is the only true and free university. There are no entrance examinations, no subsequent examinations, no diplomas, no graduations, for no one can graduate-or ever needs to!-from a library.

Above all else, libraries represent and embody the spirit of humanity, a spirit that has been extolled throughout history by countless writers, artists, scholars, philosophers, theologians, scientists, teachers and ordinary men and women in a myriad of tongues and dialects.

The library, in my opinion, is the only tolerant historical institution, for it is the mirror of our society, the record of mankind. It is an institution in which the left and the right, the Devil and God, human achievements, human endeavors and human failures all are retained and classified in order to teach mankind what not to repeat and what to emulate.

The library also marks an act of faith in the continuity of humanity. The library contains a society's collective but discriminating memory. It is an act of honor to the past, a witness to the future, hence a visible judgment on both.

The existence and the welfare of the library are of paramount importance in the life of a society, in the life of a community, the life of a university, the life of a school and a college, the life of a city, and the life of a nation.

Indeed, the library is a central part of our society. It is a critical component in the free exchange of information, which is at the heart of our democracy. In both an actual and symbolic sense, the library is the guardian of freedom of thought and freedom of choice; hence it constitutes the best symbol of the First Amendment to our Constitution. For what will be the result of a political system when a majority of the people are ignorant of their past, their legacy, and the ideals, traditions and purposes of our democracy. "A nation that expects to be ignorant and free," wrote Thomas Jefferson, "expects what never was and never will be."

Through the development and spread of the academic and private libraries, and the central role that our public libraries and school libraries have assumed, we have come to view the library not only as a source of scholarship, knowledge and learning, but also as a medium for self-education, progress, self-help, autonomy, liberation, empowerment, self-determination and "moral salvation;" as a source of power. That is why the library was dubbed the "People's University" by Emerson, and the "True University" or the "House of Intellect" by Carlyle.

Libraries are not ossified institutions or historical relics. Libraries and museums are the DNA of our culture. Cemeteries do not provide earthly immortality to men and women; libraries, museums, universities, and schools do.

The library is the center of the book. The library embodies and symbolizes the book-one of mankind's most imaginative and extraordinary inventions. When the late Jorge Luis Borges, one of the great contemporary writers and a former librarian, became blind, he imagined paradise in the form of a library. In an introductory essay of the catalogue of the New York Public Library's exhibition, *Treasures of Spain*, he provided a moving tribute to the book:

There are people who cannot imagine a world without water. As for myself, I am unable to imagine a world without books. Down through the ages, man has imagined and forged countless tools.

Of all of mankind's diverse tools, undoubtedly the most astonishing are his books. All the others are extensions of the body. The telephone is an extension of his voice; the telescope and microscope extensions of his sight, the sword and the plow are extensions of his arms.

...[Man] has created the book, however, as the worldly extension of his imagination and his memory. Humanity's vigils have generated infinite pages of infinite books. Mankind owes all that we are to the written word. Books are the great memory [and imagination] of the centuries.

"I believe," he concluded, "that books will never disappear. It is impossible for it to happen. If books were to disappear, history would disappear. So would men." And I would add, so would women.

For, ladies and gentlemen, books are fragile and at the same time powerful objects. They not only permit us to share the imagination of the world but they grant us, at once, the right word. Recognizing ourselves in that word, we desire it for everyone. For thanks to books, we understand that words must belong to everyone. That is why John Milton wrote that "Books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul whose progeny they are."

"They [books] never hide their secrets from me," Erasmus of Rotterdam wrote, "but they are extremely discreet about what you confide to them; they come if they are invited, if not they try to impose themselves."

Books themselves need no defense. Their spokesmen come and go. Their readers live and die: they remain constant. They provide knowledge and power, distraction, delight, strength and solace. Books determine, have determined, and will determine our lives, for the act of reading is universal, transcending time and space. But books need readers. A book lives by being read. Only through the knowledge from books can men and women live in the past, albeit vicariously. We must remember the old dictum of Sir Francis Bacon who wrote around 1600 that "Reading makes a full man. Conversation makes a reading man and writing makes an exact man."

Reading provides renewal. What is renewed is the imagination. Its active independence is able to take the measure of everyday events from a point just beyond their reach. That point, the act of reading provides. Reading constitutes a self-renewal, an imaginative act and a human act. It forces us to see how we would be poorer, what kind of experience we would be missing and what strengths we would lack if we did not read. Because what we do when we read is indeed very much more complex than the getting of new facts. The qualities we would miss by not reading (active, imaginative collaboration and critical distance) have implications for what a library is and ought to be and ought to do. The library is not an information center alone; it is a center for knowledge and learning. The library always has provided, and always will provide, a place elsewhere, an imaginative retreat, an imaginative re-creation and in imaginative rebirth.

For, ladies and gentlemen, reading and writing are not merely cosmetic skills comparable to good manners. Literacy, reading, and writing are the essence of thinking.

Since language, according to many anthropologists, defines man and organizes his or her activities, reading appears as an unarguable necessity. Literacy presupposes the ability to negotiate linguistic forms. Reading enhances that ability. Today, the desirability and prevalence of books seem to guarantee, to some degree, the persistence of reading. Throughout history the relationship between the book, as container of information, knowledge and insight, and the reader, the receiver, has been a dialectical and collaborative one. This relationship has always assumed a process, understanding and digestion. The process has never been a passive one. That is why Rabelais, during the epoch of the Renaissance, advised the reader of his *Pantagruel* to eat the book. For books cannot nourish or even be said to exist until they are digested. The reader completes a job only begun by an author. This is still often true, even at a time when consumption has replaced digestion. There are modern authors who take great pains to recall our original responsibility as readers. For we make the book as the book makes us.

The other aspect of the above collaboration between the book and the reader is its intimacy, its privacy. We must not forget that pleasure, discretion, silence and creative solitude are the primary aspects of a life of reading, its most tangible justification, and most immediate reward. This solitude may appear now as an unaffordable luxury, and yet any book creates for its reader a place elsewhere. A person reading is a person suspended between the immediate and the timeless. This suspension serves a purpose that has little to do with escape from "the real world," the sin avid readers are most commonly accused of. Being able to transcend the limitations of time and space oneself is one of the primary pleasures of the act of reading. For it allows not only the renewal of one's imagination but also the development of one's mind.

Whether a work of fiction or a work of science, a book appeals, first of all, to the mind. Reading provides the mind with materials of knowledge and thinking and makes what we read ours: "We are of the ruminating kind, and it is not enough to cram ourselves with a great load of collections. Unless we chew them over again, they will not give us strength and nourishment." John Locke was right when he wrote the above lines in 1706. To really grasp the knowledge in a book, one cannot read it but once; a book demands to be reread.

A good reader, an active reader, a creative reader, is a re-reader. In a fragmented culture, in which we seem to rely more and more on the specialist, the reader remains as the only autonomous unit. Each reader is unique, and reading is dialectical. Reading is always, at once, the effort to comprehend and the effort to incorporate. Reading is a constructive activity, a kind of writing. Like any art, craft, or sport, reading becomes more rewarding as we master its intricacies to higher degrees.

Our skill, our learning and our commitment to the book or the text have determined, and always will determine, for each of us, the kind of experience the book or the text provides.

You may remember that, not long after Alexander the Great conquered Egypt, he founded the city of Alexandria. There, around 300 B.C., he built an Academy to serve the Muses known as the Museum. It gave poets, historians, musicians, mathematicians, astronomers, and scientists an opportunity to live and work under royal patronage. The results were awesome. At Alexandria, Euclid worked out the elements of geometry; Ptolemy mapped the heavens; another scholar and poet, Eratosthenes, determined the circumference of the earth; another, Herophilius, recognized the connection between a heartbeat and a pulse and articulated the difference between arteries and veins; yet another invented a water-clock and built the first keyboard instrument; someone else (mathematician Diophantus) formulated the algebraic method; Archimedes refined his theory that explained the weight and displacement of liquids and gases; yet another developed a systematic method of cataloging and shelving books.

In order for this kind of creativity to flourish, books were essential. About 295 B.C., King Ptolemy I embarked upon a project to "collect all the books in the inhabited world." Agents were sent out to scout all the cities of Asia, North Africa and Europe. They either bought or copied many an original text. With Ptolemy's royal backing, seventy-two scholars were recruited to produce what tradition holds to be the first translations of the Old Testament into Greek. The library's total holdings exceeded 700,000 volumes.

The library of Alexandria became the first institution based on the premise that all the world's knowledge could be gathered under one roof. For nine luminous centuries, from around 300 B.C. to the seventh century A.D., Alexandria was a place of inspiration, a symbol to the limitless potential of human advancement.

During the past twenty years, with the advent of the computer age, we have been undergoing another historical revolutionary shift equal to that of previous revolutionary changes; the importance of the computer-its gain in portability, capability, ease, orderliness, accuracy, reliability and information storage capacity-supersedes anything achievable by pen scribbling, typewriting and cabinet filing, and is recognized by all.

The new information technologies are the driving force behind the explosion of information and the fragmentation of knowledge that we witness today. We are told that all available information doubles every three years and yet, we are able only to use less than ten percent of the available information. The information technologies have shrunk the traditional barriers of time and space, giving us the ability to record, organize and quickly communicate vast amounts of information. For example, today the entire corpus of Greek and Latin literature can fit on a CD-ROM and be carried inconspicuously in a jacket pocket. We face, for the first time in history of mankind, the ability of providing each and every individual his or her own Library of Alexandria.

The greatest challenge facing us today is how to organize information into structured knowledge. We must rise above the obsession with quantity of information and the speed of transmission, and focus on the fact that the key issue for us is our ability to organize the information once it has been amassed, to assimilate it, to find meaning in it and to assure its survival. And that cannot be done without reading and literacy.

In the decade ahead, our democracy and our society will be facing a major challenge. Many, in our society, will have access to information, to knowledge, hence to power; power of autonomy, power of enlightenment, power of self-improvement and self-assertion, power over their lives and their families' future, and there will be others who will have no access to information. Such a cleavage will have tremendous consequences on the future of our nation. Our nation cannot afford the "luxury" of having one-fifth of its population to be illiterate. For reading is a means to education; education is a means to knowledge; knowledge is a means to power and a bright future. Those who undergo the test of learning to read and write do so not only for themselves and their families but our nation as well. They learn in order to become good citizens and good ancestors. That is why reading and the love of libraries and books has to begin in the earliest stages of education. School libraries constitute an indispensable introduction to literacy and learning about the world and the universe. They are pathways to self-discovery. They are instruments for progress and autonomy.

I would like to conclude by reminding all of us that today, even in this age of the computer and information revolution, microchips, laser, fiber optics, and other technological elaborations, the raw input is still human speech, human idiosyncrasy, and literacy. Reading and libraries are still indispensable tools. They provide pleasure, discretion, silence, creative solitude, and privacy. Transcending the limitations of time and space is one of the primary pleasures of the act of reading for it allows not only the renewal of one's imagination, but also the development of one's mind. Reading universalizes us, especially now when the computer has brought us the death of distance. It would be a waste, indeed, a tragedy, to deny our nation's children the joys of reading and learning. If we do not provide them with the opportunity and tools-the books and libraries-to participate in this wonderful transcendence, they will never be exposed to the wondrous joys of being and becoming.

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White House Conference on School Libraries

The Role of School Libraries in Elementary and Secondary Education

Dr. Susan Neuman
Assistant Secretary for Elementary and Secondary Education
United States Department of Education

To a great extent, this conference is a celebration of Andrew Carnegie's vision and largesse. Carnegie's vision was to create places, where children and their families could have to free access to books and information. Even a decade ago, people could enter our libraries and see very much a scene reminiscent of Carnegie's dream: large rooms with great tomes, people quietly reading, lights dim, voices in whispers throughout the building.

Today, this scene would look far different than a decade ago. Our libraries of today include open shelving, computer access, a virtual as well as a physical space. They are community centers, literacy playgrounds for many of our children. This transformation led the William Penn Foundation in Philadelphia to sponsor a 50 million dollar effort to create model urban library system in Philadelphia and to sponsor a study that would examine how these transformations affected children's literacy development, particularly for poor, minority families, and its relation to reading achievement.

This study was conducted over a 5-year period during this transformation, and involved methodological strategies that were far different than clinical trials or experimental research. Rather, the study took us into neighborhoods, both middle- and well-to-do and poor communities as well to examine how people used libraries, the relationship between public libraries and school libraries, as well as the hidden stars of libraries-the excellent children's librarians that make a difference in their children's lives.

What we learned, based a wide variety of methodological strategies, including ethnographies, interviews, time on task studies, as well as frozen time checks, challenges some common folk wisdom and myths about library use in these neighborhoods. And these myths often perpetuate the belief that library use is important to some children but not **all** children which has led to some unfortunate consequences. In brief, let me focus on some of our key findings, providing data to support these conclusions.

First, the good news.

Libraries are vital to all children, poor and well to do. Previous methods of counting "use" in libraries have been based on circulation figures-simply how often children and their families check out books. In many library systems across the country, this figure will be used to determine budget allocations for the next year, leading to some libraries to have larger budgets than others. Libraries in poor areas have dramatically lower counts than middle-income. In our exit interviews, for example, we found those children in middle-class neighborhoods checked out an average of 6 books per hour; compared to 0 in poor neighborhoods.

Yet our interviews revealed that many of these families did not own a library card, or were reluctant to check out books due to overdue fines, or fear of getting them. We therefore conducted an extensive 'in-building' library use study, clocking the number of children engaged in reading activity, adults reading-actual time spent in the library. Over 80 hours of analysis was conducted.

Our study revealed an important finding. Across all these branch libraries, in-building use was approximately the same for children in poor- as well as middle- and well-to-do communities. Over a 4-hour period for example, we clocked an average 3,992 minutes for 72 patrons in libraries in poor neighborhoods, compared to 3,255 minutes for 72 patrons in middle-class neighborhoods. This chart provides an average time for individual reading per child, and the average number of materials used. (Chart In-building library use). Regardless of wealth, libraries were busy places, active information centers for children in these communities.

But there is concerning news as well.

Library use is different in different communities. Although libraries were important in all communities, we found that children in poor- and middle-income neighborhoods used them differently. For example, we observed preschool areas in libraries in the summer months and found dramatic differences in how these were used in communities. Children in poor neighborhoods often came for long periods of time unaccompanied, or perhaps with a sibling. Their activity in the preschool setting could be characterized by 'short bursts'-brief glancings of books, followed by periods on the computer, followed by activity to activity with little direction. In contrast, parents almost always accompanied children in middle-class neighborhoods, visits were short, to the point, books were selected, and the children would be on their way.

Libraries served as a major resource for homework help in poor neighborhoods. Children would come almost immediately after school and often stay until the libraries closed, receiving help on individual worksheets or projects in poor neighborhoods. Parents regarded it as safe and secure. Literally, at times there were crowds requiring security guards to only allow children to come in when someone would leave. And when a child misbehaved and was told he was no longer allowed to visit the library, we would find the parent pleading with the librarian for her understanding.

Greater access to computers in libraries provided another glimpse of these differences in behavior. Computer use in general created a good bit of 'hang time,' as children waited to use them. But in middle-income areas, grade school children were likely to use the computers for reading and literacy related conversations, than those in lower-income areas.

Quality of library use is related to children's efficacy in reading

Relatedly, there were striking differences in the quality of the reading experience for children in different neighborhoods. More often than not, children in middle-income neighborhoods used library materials, books and computer programs, either at their estimated age/grade level, or above. For example, we found that 93% of the materials read with at their grade level, while 7% were above. Contrast this with children in low-income communities who read 42% below level, and 58% materials at grade level. Comparing number of lines read, minutes with particular applications, and time spent without interruption on reading materials, we found stark and growing contrasts in activity.

Perhaps most troubling, we found that technology exacerbated the gap. Middle-income children reading more than before, and low-income children reading only slightly more than before with materials of lesser challenge. Contrary to a 'digital divide,' therefore we found a '**literacy divide.**' Children who regarded themselves as struggling readers did not seek to read challenging materials.

Librarians can make a difference. A number of libraries in deeply poor, troubled neighborhood, however, belied these patterns. These libraries have similar access to books, computers and activities, but they had something more-excellent librarians. We observed these exceptional librarians over time, trying to understand why they seemed to make a difference. Several qualities stood out: Librarians made an effort to know the children, called them by their first names, developed a personal relationship that went beyond the child, to the family and the kin. Librarians did not just point to materials, but taught children how to use them, not in a formal way, but by showing, and demonstrating the activity themselves. They would do, "over the shoulder" teaching, taking the time necessary so that the child could succeed. In the most difficult of circumstances, these librarians formed writing clubs, chess clubs, reading groups, using field trips to attract and keep their patrons. These people were enablers, pushing children to reach beyond their current abilities.

A missed opportunity

Given the potential for libraries to foster achievement, our last analysis was particularly troubling. We sought to compare what we had seen in public libraries to school libraries. Once again we found dramatic differences. Despite similarities in budget allocations, there were striking differences in the quality of school libraries in schools across this large urban city. Children in poor areas had mediocre to poor libraries, no librarian on site; further the libraries were often closed during the week, compared to those in middle-class schools in the same city (show chart). School library funds were designated as discretionary to be used for computers if the instructional leader chose to do so. Thus, many of these schools in poor areas had no libraries, but computer labs, often empty of anything but the technology itself.

In conclusion, libraries are vital for children's achievement and developing informational needs. Children need libraries in their classrooms, schools, and communities. But all children will not use the materials to their fullest extent without supportive adults and librarians who will continue to make Carnegie's dream of an informational society that provides access to all live on forever.

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What Research Tells Us About the Importance of School Libraries

Keith Curry Lance, Ph.D.
Director, Library Research Service
Colorado State Library

During the 2000-01 school year, Williams Intermediate School in Davenport, Iowa, improved use of its library dramatically. From one month to the next, circulation of library books and other materials doubled, sometimes even tripled. A survey of students found that there was a 3 percent increase in the number of students who indicated reading frequently rather than sometimes or never.

What difference did these changes make? Of tested 6th graders, 18 percent moved from needing improvement to meeting or exceeding reading standards. Test score improvements for Black and Hispanic students were even higher than for the general student population.

The big question is: how do improvements in school libraries contribute to such student progress?

In recent years, I have led several studies of the impact of school libraries and librarians on student performance, working with my colleagues Marcia Rodney and Christine Hamilton-Pennell. To date, we have completed such studies in six states: *Alaska, Pennsylvania, and Colorado in 2000; Oregon and Iowa in 2001; and New Mexico just recently*. All of these studies replicate and expand upon an *earlier Colorado study*, The Impact of School Library Media Centers on Academic Achievement. That study was completed by Lynda Welborn, Christine Hamilton-Pennell and me in 1992 and published in 1993.

The original Colorado study, as it is popularly known, found that the *size of the library* in terms of its staff and its collection is a *direct predictor* of reading scores. The amount of test score variation explained by this school library size factor ranged from *five to 15 percent* across various elementary and secondary grades and while controlling for a variety of other school and community differences. *Indirect predictors* of achievement included the presence of a professionally trained librarian who plays an active *instructional role* and higher levels of *spending* on the school library. Other indirect predictors included overall school *spending per pupil* and the *teacher-pupil ratio*. The *lion's share* of test score variation was explained, predictably, by *socio-economic* characteristics that identify at-risk students-namely, being from poor and minority families in which parents themselves did not excel academically.

Recent Research

Looking across the six studies we have completed most recently, three major sets of findings figure prominently. These findings concern:

- the *level of development* of the school library,
- the extent to which school librarians engage in *leadership* and *collaboration* activities that foster information literacy, and
- the extent to which instructional *technology* is utilized to extend the reach of the library program beyond the walls of the school library.

School Library Development

The *school library development factor* developed in our more recent studies is an elaboration of the original study's school library size factor. School library development is defined by:

- the ratios of professional and total staff to students,
- a variety of per student collection ratios, and
- per student spending on the school library.

When school libraries have higher levels of professional and total staffing, larger collections of print and electronic resources, and more funding, students tend to earn higher scores on state reading tests.

In the aftermath of the original Colorado study, one of the more intriguing findings to many people was the one concerning the importance of school librarians playing a *strong instructional role*. To the disappointment of many practitioners, the earlier report did not *define what that means*, so they were uncertain how to act differently on the job. In our recent studies, we have succeeded in elaborating just what that instructional role involves.

Leadership

In order to play an instructional role successfully, school librarians must exercise *leadership* to create the sort of working environment they need to help students and teachers succeed. Specific activities which define such leadership include:

- meeting frequently with the principal,
- attending and participating in faculty meetings,
- serving on standards and curriculum committees, and
- meeting with library colleagues at building, district, and higher levels.

Allison Hutchison, librarian at Bald Eagle Area High School in Wingate, Pennsylvania, is a good example of the school librarian in a leadership role:

In my school, she reports, the librarian is an integral part of the school steering committee which is made up of five area coordinators and other school leaders, such as the technology director. We meet monthly and together we make decisions about many building-wide policies, most importantly, future curriculum directions.

We review all curriculum proposals and decide which course changes and initiatives will be presented to the board. Not only do I get to provide input from my vantage point, which takes in the school's curriculum as a whole, but I also get to know in advance which content areas to emphasize in collection development.

School librarians who serve as active leaders in their schools have a dramatic impact on teachers and students alike. Barbara St. Clair, librarian at Urbandale High School in Iowa, learned how quickly the impact of her leadership could be felt.

During the second week of school I visited every 9th grade classroom. I introduced students to the library and booktalked all 16 Iowa Teen Award books for this year. I keep them in a special place and as soon as one comes back it is checked out again, which makes me very happy. I gave each student a bookmark with the titles and each English teacher a poster about the books. Another English teacher at a different level said that he had heard that I gave really good book talks and asked me to pick out some books to present to his basic English class.

Since then, I have had more requests for booktalks. A teacher also requested that I arrange a panel of teachers to talk about their favorite books with her class.

Collaboration & Information Literacy

When school librarians demonstrate this kind of *leadership* in their daily activities, they can create an environment conducive to *collaboration between themselves and classroom teachers*. That, in turn, enables them to work with classroom teachers to instill a love of reading and information literacy skills in their students.

Collaboration activities in which school librarians should participate, according to our research, include:

- identifying useful materials and information for teachers,
- planning instruction cooperatively with teachers,
- providing in-service training to teachers, and
- teaching students both with classroom teachers and independently.

It is these types of collaboration between librarians and teachers that are linked directly with higher reading scores.

Consider the example of Eaglecrest High School in Aurora, Colorado, reported by social studies teacher Debbe Milliser:

Our school librarians-Barbara Thorngren, Pat Holloway, and Norma Nixon-work with our U.S. History and American Literature classes to do a research project from start to finish. Individual language arts and social studies teaching teams meet with the librarians before bringing students to the library.

Students are taught the research process, including accessing and using both primary and secondary sources. My students' ability to access library books and other materials and to use information appropriately in their papers is very evident in the quality of their work.

This project helps the juniors and seniors I teach to meet history, language arts, and library standards.

Technology

Perhaps the most dramatic changes since the original Colorado study have been in the realm of instructional technology. More and more schools provide students and teachers with computer networks. At their best, *school libraries are integrated into these networks* in such a way that they enable school librarians to reach out more proactively to the school community. Such networks also enable students and teachers to use library media resources from wherever they are-in classrooms, labs, offices-even, in the best situations, from home.

In our recent studies, we have found that in schools where computer networks provide remote access to library resources, particularly the *Web and licensed databases*, test scores tend to be higher.

Becky Hickox, librarian at Silverton High School, reported to us on the impact of the Oregon School Library Information System.

A 9th grade health project has evolved into a partnership between Hickox and teacher Erik Cross to introduce freshmen to the Internet. The cornerstone of this project is introducing the licensed databases made available through OSLIS.

Although students often come with some knowledge of the World Wide Web, none of them are familiar with subscription databases. I provide the basic instruction and help individuals construct searches, she says, and Erik makes sure they are covering the required content.

This project introduces students to the concept of finding pertinent information as lifelong learners and gives them a base of search strategies for future projects in almost any subject area.

Controlling for School and Community Differences

The most critical feature of the research design employed in our studies and in other recent studies based on the same design is controlling for other school and community differences. The earliest studies on school library impact failed to do this. As a result, those studies were subject to easy criticism.

The event that precipitated the first Colorado study is an excellent example of this dilemma. In a 1987 National Public Radio interview, the head of School Match, a Westerville, Ohio, data vendor, reported that researchers at his firm had identified school library spending-among a host of other variables-as the strongest predictor of scores on the National Merit Scholarship Test. But, when this claim was investigated, other researchers were not convinced. Perhaps it was not spending more on school libraries in particular, but spending more on everything-that is, simply being a rich school-that led to higher test scores.

To preclude the dismissal of such findings about the importance of school libraries, our research design controls for a variety of school and community differences.

The *school differences* included

- characteristics of teachers, such as their levels of education, experience, and compensation;
- the teacher-pupil ratio; and
- total per pupil expenditures.

The *community differences* included

- poverty,
- minority demographics, and
- adult educational attainment.

As a result, we have been able to demonstrate successfully in several diverse states that such differences do not explain away the importance of high-quality school libraries.

Our research along these lines continues, currently in Michigan and California, and other states are in line to follow between now and 2004. Our methodology has been adapted by other researchers in studies of Massachusetts and Texas school libraries, yielding remarkably similar results to ours. Still other researchers are in the process of implementing our research design to study the impact of school libraries in other states.

At this point, however, there is a clear consensus in the results now available for eight states: School libraries are a powerful force in the lives of America's children. The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by other powerful influences on student performance.

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White House Conference on School Libraries

Reflections of an Empowered Library

Faye Pharr
Lakeside Academy of Math, Science, and Technology
Chattanooga, TN

Lakeside Academy of Math, Science, and Technology is a Magnet School in Chattanooga, TN serving mostly an inner city population. At the present time, we have a diverse student body with about 70% minority and 53% on free/reduced meals. However, that has not always been the case.

In 1991 when I became the principal of Lakeside Elementary, 95% of our students were minority and 78% receiving free or reduced meals. The school ranked last in the System on the standardized test. Morale was at an all time low. No funds were available for staff development of any type and teachers were not implementing best practices. A paradigm shift was very necessary. In 1994, we had the opportunity to apply for a Readers' Digest DeWitt Wallace Grant which was for the purpose of school reform via the library. The funds were awarded to Lakeside and change was on the way.

The goal of the Library Power initiative was to enhance student learning by improving library services. The administration and librarian at Lakeside held to the following beliefs:

- Library Power was a school reform initiative and not limited to just library reform.
- Through Library Power the role of the media specialist changes to that of teacher, information specialist, as well as instructional consultant.
- Students are natural researchers and the library resources, opportunities, and training to enhance this natural inquisitiveness should be made available to them.
- Students must be given opportunities to explore, share, and appreciate reading, writing, and literature of many types.
- It is the role of the principal to facilitate full integration of the library program into the total curriculum.
- Library Power does not result in a product, but begins a developmental process which is ongoing.
- All students and teachers deserve a library that is integral to

student learning and has a collection correlated to the curriculum.
- All students and teachers deserve a library that is available to students when needed - not just one time a week for 30 minutes.

The library at Lakeside became the most vital part of the teaching and learning process. Teachers no longer view it as a "glorified babysitter" with the primary purpose of providing classroom teachers with a 30-45 minute break. It is the focal point in holistic teaching and in bridging all aspects of art, science, mathematics, language arts and technology into the curriculum. The library changed from a resource center to a center of instruction, exploration and learning. No longer did the teachers plan and teach in isolation. The key to change was the collaborative planning between the library media specialist and the classroom teachers. The role of the librarian changed to that of an information specialist, a teacher and an instructional consultant.

According to Ken Haycock, collaboration means: " Professionals working together to design a program that works for kids." That certainly is a far cry from what librarians historically have done. Lakeside's librarian used to:

- schedule classes 30-45 minutes once a week
- presented authors and read stories once a week
- checked out books to students once a week
- taught library skills in January and February
- gathered materials for teacher - when they asked
- had some knowledge of the curriculum, but not in detail

She was "excellent" doing her own thing. The teachers were "excellent" doing their own thing. We were wasting precious instruction time until we implemented collaboration. Today the librarian:

- plans units of study with grade level teams and with individual teachers
- is involved with the total instructional program
- now teaches information/library skills as the need arises - usually in small groups
- reads stories if they directly relate to the curriculum
- leads kindergarten students through the research process
- assists students working on computer projects, working in small groups or working independently

The library changed in another way. Flexible scheduling was implemented to allow students open access to the library. The library is open and available when the learning opportunities arise. They may check out books every day if they wish. Students come and go all day using the library for extended learning. Truly, the library is the "hub" of learning at Lakeside Academy.

Another very important change occurred. Our library collection was totally revamped. At least seventy-five percent of the collection was purged. Some items had been on the shelf and not been checked out in fifteen years. The collection was enhanced to support the curriculum which was evolving. Keep in mind, when the curriculum is enriched the collection must be also. It is very important to have unit resources, big books, videos and books for student interest for every unit of study. Don't forget the assessment products which must accompany the unit. Because of the DeWitt Wallace Grant, this refurbishment was possible.

We, at Lakeside, have celebrated many successes since the implementation of Library Power. After the first year of flexible scheduling, with all library projects based on teacher/librarian collaboration, we found there was a direct correlation between library usage and improved test scores. After running the end-of-the year circulation report, it became obvious that the teachers who had the highest library usage also had the highest test scores. A detailed analysis revealed there was a direct link between library usage and test scores in the reference study and reading comprehension. For example, the classroom with the highest library usage had a mastery percentage of 86% in reference study and 81% in comprehension. The teacher who offered the most resistance to collaborative planning and library usage also had the lowest in mastery scores---19% in reference study and 52% in comprehension.

Not every teacher endorsed flexible scheduling and collaboration. Some paid lip service only to the concept and then retreated to the sanctity of their classroom to do their own thing. Various methods were used to monitor the progress of implementation. Remember, only what is monitored gets done. Teachers were expected to include into their lesson plans collaboration sessions with the librarian. Each nine weeks brief reports were to be given on projects the students were doing in the library. One first grade teacher invented the Triple R Club....Research, Report, Review. Students were sent to the library in small groups with a topic to research with the librarian. After learning the information, the students would then go back to their classrooms and report their findings to the entire class or small groups. The teacher and students would review the information together. The students would take notes in their journals on the material. Another group would go to the library to research another topic and the process would start over again. One can see how this integration of subject matter aided the teacher in teaching many skills and concepts.

Because of the perseverance of the administration and the librarian, the media center is still a very lively place at Lakeside. The reports are showing that the circulation of non-fiction books have doubled in the last two years. As a result of more books being read, students are improving in their reading. Children are encouraged to have a book with them wherever they go, thus eliminating down time. The library is opened an hour before school each day and students may visit the library any time during the day.

Because of the school reform, which began in the library, Lakeside has been awarded four monetary incentives from the State of Tennessee. This money could be spent with no strings attached. I chose to spend it on further staff development. An empowered teacher is a teacher who can turn an average student into an excellent student.

At Lakeside Academy, the teachers and administration believe the students are the most important persons in the school and they deserve our very best each day. Parents should expect dramatic improvements in learning and teachers should rise to the occasion. The Library Power enabled Lakeside to move further and faster than it could on its own. The commitment to reform involved the school in implementing a package of innovations that were mutually reinforcing. Flexible scheduling provided the opportunity for teachers to use the library in a more integrated way. Professional development in collaborative planning allowed the librarian and teachers to plan the integrated units of study. Collection development ensured that the resources necessary for the curriculum were available.

Today, Lakeside Academy is still a forward moving place of learning where students look forward to coming each day. It is a haven of protection for some, and a place where the mind can be challenged and enriched for others. What ever the case may be, the reform can be credited to school reform via the library.

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White House Conference on School Libraries

What's It Take?

Gary Hartzell
Professor, Educational Administration and Supervision
University of Nebraska, Omaha

As you've listened to the previous presentations, I suspect that two questions have been forming in your mind. First, "Why haven't I heard about this before? If there's this much evidence that libraries make a difference in student achievement, why has it taken the power of the White House to bring it to my attention?" And, second, "Given that these research reports are accurate, I can use this. But school change is hard. What would it take to create these conditions in my district or school?" I'd like to take the next few minutes to address those questions. Let's take the first one: "Why haven't you heard about this?"

Why Haven't You Heard?

There are four inter-related reasons why your perception of school libraries probably doesn't square with those you've heard this morning. The first has to do with the time in which many of us grew up. The average age of school administrators today hovers around fifty, which means that about half are over that age. [1] This means that they were themselves K-12 students in the late 1950s and through the '60s-before most school libraries became media centers, and certainly before most librarians reached beyond their traditional roles. Most school administrators are not former school librarians, and probably most went through their own educations in schools where the librarian was not a major player. [2] They did not grow into their educational philosophies and positions in environments that fostered appreciation for the library as a major instructional resource. Many still hold their early stereotypical images of libraries and librarians. [3]

I am of that generation and I have no memory of ever seeing one of my teachers working in any kind of partnership role with the school librarian. The librarian was someone who came to our classroom with a cartload of books now and again and was the woman we saw when we were sent to the library. "Sent" is the key word. We were sent to the library to "check out a book"-and which book was often immaterial. Of course, we were also expected to be quiet while we were there. One of the interesting things about stereotypes is that they sometimes are anchored in a grain of truth, and many librarians of the 1950s really did seem interested in "shushing" you.

Outside of school, these impressions were reinforced in the media images of their time. Think of Marian the librarian in "The Music Man" and the alternative destiny of Mary in "It's a Wonderful Life". Marian was an old maid who loved her books and wanted a quiet library, and she was only pulled from that life by a flamboyant con man. In "It's a Wonderful Life", Jimmy Stewart's character was granted his wish to see the world as it would have been had he never been born. In that alternate life, absent him to rescue her, the bright and beautiful woman who would have become his wife found that her dark and lonely fate was to become a librarian. There was a message there: librarianship was a job from which one should be rescued.

And these images haven't yet altogether disappeared. The Saturn automobile company not too long ago aired a commercial aimed at impressing viewers with a new model's quiet ride. To do this, they showed a gray-haired woman riding in the back seat while two engineers rode up front. The voice-over told us that the car was incredibly quiet and that it passed the most stringent of tests: "Margaret's". "Margaret knows quiet," the voice said, "Margaret's a librarian."

We took these real and celluloid images of libraries and librarians to college with us-which leads to the second factor shaping our limited view of libraries and what they have to offer: our own professional training as educators. One would hope that such misleading impressions would have been corrected during teacher training-and, if not there, in our administrative training. Unfortunately, that didn't happen, partly because the images were not completely inaccurate at that time and partly because the professors training teachers and administrators then-as now-had no alternative visions to offer us. In fact, the greater likelihood was that the perception of librarians as different from teachers was more reinforced than modified.

Even now, few teacher-training programs contain any systematic instruction in how librarians might improve instruction, serve in staff development projects, assist with special student populations, or provide administrative support. [4] Wisconsin provides an encouraging exception. Administrative rule PI 4.09(12) requires that teaching license candidates receive instruction about school library media programs and become adept in using a variety of resources and technologies. But, in the main, the predominant model in schooling is still anchored in the same basic notion it has always been: one adult in one room working with one group of students for one period of time. In elementary schools, the span may cover the whole day; in secondary schools, the increment is the length of the period.[5] Even some of the supposed innovations in school organization today-secondary school block scheduling and state mandated class size reduction, for example-don't alter the basic model. They just change the size of one or more of its elements.

Teacher training emphasizes the individual classroom interactions between teacher and student. Teachers are predominantly trained as independent operators simultaneously in charge of and responsible for what goes on in their classrooms.[6] They usually are not trained in the collaborative and consultative models found in law, medicine, and the other professions. The result is that aspiring teachers are not provided with any model or expectation that school librarians should be regarded as partners in curriculum and instruction.

Robert Louis Stevenson once remarked that the cruelest lies are often told in silence. That characterizes administrator training programs. Any review of administrator training reveals a stunning lack of attention to the library and its potential.[7] The net result is that administrative training does little or nothing to enhance administrators' awareness, let alone understanding, of the library and librarian. Aspiring administrators are not made aware of the library's potential and don't recognize themselves as important players in maximizing the librarian's potential to contribute to school quality.

It's not too difficult to see why this happens. Most educational administration professors are former school administrators. They simply bring their own limited perceptions with them to the university setting, and nothing there challenges them. More than ninety percent of EdAd professors in a recent survey didn't see the principal as an important influence in teacher/librarian collaboration[8] -a notion counter to virtually all research on school site collaboration.

When administrative preparation programs do address library programs, they tend to focus on potential problems rather than on demonstrated or possible benefits. School library topics surface most often in school law classes as discussions of copyright violation or censorship fights. This leaves many administrative students with the impression that school libraries are legal time bombs instead of with the impression that the library and librarian can make significant contributions to a new principal's success. It fosters what I'll call a favorable view of negativity. The "good" isn't defined by a positive act; it's defined by the absence of a negative one. The "good" librarian is one who doesn't get me into trouble. This can have a chilling effect on any new principal's willingness to invest great trust in a school librarian-and, once in office, the demands of the principalship preclude much chance of an administrator learning the truth about libraries and librarians on the job. The simple fact is that they just don't have the time to. Once into positions as teachers or administrators, they get caught up in the imperatives of their own environments and it becomes very difficult for them to expand their conceptual horizons. Teaching is demanding, [10] and administrative work is downright consuming. [11] Every administrator here will confirm what one vice principal in California told me: "Being a school administrator today," he said, "is like living in an Indiana Jones movie." Unless the library is forcibly brought to administrators' attention, it is likely to go unnoticed-and things that are unnoticed frequently are undervalued.

The third reason many administrators don't recognize libraries and librarians as valuable is rooted in the very nature of the librarian's work. Librarians deliver services that empower others, and their contributions get swallowed up in the activities of those people. Teachers and students take what librarians give them and fold it into their own work products and performances. The integration is so complete that it's very difficult to distinguish the extent of the librarian's contribution in the finished work. Ultimately, students see the research project, successful performance or high test score as something they did themselves. Teachers empowered by library materials and assistance ultimately see the resulting lesson as their own-and theirs alone.

Most teachers view librarians more as support resources than as colleagues, let alone as partners. [12] Certainly there are those who have learned their value, but the research shows that real librarian/teacher partnerships are not widespread. [13]

Library work's absorbability is one of the most powerful forces clouding administrators' vision. A principal can recognize a successful teacher, but it is very difficult to assess how much of that success might be a result of the librarian's ideas, resources, services, and support. Administrators' inability to see these contributions sometimes causes them to withhold recognition and makes them more ready to interfere with library operation when pursuing other goals. The library and its staff are often early casualties in budget cuts, scheduling changes, and the assignment of extra duties. There is irony in this. In rightly doing everything possible to protect the classroom in tight financial times, administrators may cut library services, and unwittingly cut away one of the essentials of classroom quality.

And last, the fourth reason that many administrators don't know about the kind of research and the kinds of library programs that we're talking about here today is because librarians themselves haven't told us much about them. A good deal of librarian invisibility flows from how they disseminate information about themselves, their programs, and their contributions. Like other educators, they publish and present. The content of their work is wonderful-it just isn't taken in by administrators.

School librarians impressively write for each other. Rich with wonderful ideas for practice, they offer suggestions on all kinds of ways to improve their operational efficiency and effectiveness and enhance what they're able to offer the students and faculties in their schools.

The same can be said of the presentations they make at their conferences. They offer wonderful sessions on what school libraries can and ought to be, what the future holds, how terrible problems have been overcome, the latest research showing the positive effects of library media support on students and teachers, and descriptions of model programs from all over the country.

The problem is that administrators almost never see these journals or hear these presentations. [14] Very few are regularly exposed to information about the myriad ways school librarians can contribute to improving curriculum and instruction, public relations, staff development, and a variety of other essential school activities. Administrators read administrative journals and attend administrative conferences. They don't read librarian publications and they don't attend library conferences.

Some administrators do appear at library conferences when invited, but their attendance is usually short-lived. They come for an awards ceremony, a luncheon, perhaps to hear a keynote address, but they don't usually attend the breakout sessions where they would be exposed to the realities of library media contribution. They have no motivation to attend such sessions because they've not been educated to think about libraries and librarians in that way. Administrators in their field, like librarians in theirs, stay attuned to problems and possibilities through their own journals and meetings-and library media and media specialists have been conspicuously absent from those information sources.[15]

So, given all of this, it's little wonder if you haven't been exposed to either the research about school library contributions or haven't seen in person libraries such as we're talking about here today.

What Will It Take?

Let me turn now to the second question: "What can you do about this? What will it take to draw these benefits from the libraries in your schools?" I obviously don't know everything that it will take in your particular district or school, but three things clearly are fundamental and together constitute a foundation for action.

First is filling this gap in most educators' education. The good news is that that's not too difficult to do. Much of the research discussed here today is identified and summarized in the notebook you've been given-and much more is easily accessible either on the internet or in print at the closest university library. This is something your librarian can easily find and deliver to you. It's important to note, too, that your librarian is a prime source of information. Research shows that a principal's best source of information about the library program is the librarian in his or her own building. [16]

The second thing-reconceptualizing the library and its role in your school, specifically in terms of money-is a bit more difficult, although becoming familiar with the research and really taking a close look at your own library will help. The traditional conception of the library has led many administrators to think of it as a cost rather than as an investment. The research examined here today shows that there can be a payoff in supporting the library. There is no question that quality library media programs, like all quality programs, require substantial funding-but not every quality program pays off for students across the board like libraries can. In rethinking the library, we need to think not of the cost, but of the cost/benefit ratio. Books are expensive, technology is expensive, staffing is expensive, certificated librarians are expensive. The cost, however, is not the operative question. The operative question is what is the return on the money put into the library?[17] Ross Todd, a visiting professor from Australia spending this year at Princeton, sums it up well, I think. We can understand libraries better, he argues if we think of them as knowledge spaces rather than information places and if we emphasize the connections they offer rather than the collections they hold.[18] The investment in school libraries is a good one because the return is good. School libraries not only can make a difference in student achievement at large, but can deliver specific help to targeted populations.[19] Resources for finding out about some of these specifically applied programs are included in your notebook.

Last, and the bottom line, comes back to what it always is: the people in your school-specifically, the librarian and the principal. You need a librarian who not only has the technical skills, but an enterprising attitude, someone who looks beyond the traditional role. You might be surprised at how many libraries are without a trained librarian. The national average is one to every 953 students, but that figure is deceiving. In California, for example, the ratio is only one certificated librarian to every 4,673 students. [20] But a certificate alone isn't enough. Research shows that many school librarians are hesitant, even resistant, to take on the expanded roles that the previous speakers described as necessary to realize the full benefits for the school and students.[21] I worked for three years as a consultant in the national Library Power program, funded by the DeWitt Wallace Foundation. [22] I saw a lot of innovative and powerful library programs all over the country, in small towns and big cities, and one of the common elements in every one of them was a dynamic librarian.

The other common element in all those programs was a committed principal-no program was successful without one. We have enough research on the principal's role to know that the principal is a key player, perhaps the key player, in library media programs that make a difference. [23] Just review for a minute what you heard earlier. Library programs that make a difference not only have a certificated librarian in place, an adequate support staff, and up-to-date and large collections-all monetary investments-they also have schedules that allow the librarian time to collaborate with other staff members. The librarian serves on curriculum committees, provides measures of staff development, and participates in a wide variety of school operations. None of that happens if the principal doesn't want it to. The research evidence also is clear that teachers collaborate more with other teachers and with the librarian when the principal openly encourages it and makes schedules that facilitate it. [24] It works even better when assessments of collaborative activities become a part of teacher evaluation. You might have the very best librarian you could ever get on your staff, but being ready, willing, and able represents only three-quarters of what it takes to make significant contributions. The fourth part is opportunity. And opportunity rests in the principal's hands. The principal is an absolutely essential element in maximizing the return on library investment.

If the principal isn't familiar with the research, thinks of the librarian in stereotypical terms, doesn't see the library's potential, and-for whatever reason-regards it as a cost rather than an investment, the opportunities aren't going to flow and chances to do great things may well be missed. This is where the superintendent's role becomes vital. [25] Administrative support transcends just the principal's level because what a principal can do often is defined by the district. The principal must have the district's support, just as the librarian must have the principal's. The elements of success here are nested inside one another like those Russian decorative eggs.

You'll hear some wonderful examples of what can be accomplished when the pieces come together in just a minute. Let me close, though, with this thought from a futurist I once heard. "Don't," he said, "mistake the edge of the rut you've been in for the horizon."

NOTES

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[13] M. Bell and H. L. Totten, H. L. (1992). "Cooperation in Instruction Between Classroom Teachers and School Library Media Specialists: A Look at Teacher Characteristics in Texas Elementary Schools. School Library Media Quarterly, volume 20, no. 2 (Winter, 1992), pp. 31-38.

J. M. Campbell, Principal-School Library Mdia Relations as Perceived by Selected North Carolina Elementary Principals and School Library Media Specialists (Doctoral dissertation, University of North Carolina, 1991).

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K. Haycock, "Research in Teacher-Librarianship and the Institutionalization of Change," School Library Media Quarterly, volume 23, no. 4 (Summer, 1995), pp. 227-233.

[14] "Teacher-Librarians Need to Assume More Responsibility for Writing About Teacher-Librarianship and School Library Programs for Professional Journals Read by Teachers and

Administrators," Emergency Librarian (March-April, 1989), p. 38.

[15] A quick sampling of administrator and teacher journals will illustrate. Between June of 1998 and April of 2002, the American School Board Journal carried only one article on school libraries. The Principal Magazine published one article on libraries, planning for technology in the library, between September of 1998 and April of 2002. The National Association of Secondary School Principals Bulletin did devote one theme issue to school libraries, edited by Ken Haycock, and offered two other articles in other issues, but that was all between May of 1998 and March of 2002 - and it was rare in the field. The following publications carried not a single article on school libraries between the spring of 1998 and the early spring of 2002: Educational Administration Quarterly, Phi Delta Kappan, Educational Leadership, Clearing House, Schools in the Middle, High School Magazine, High School Journal, Elementary School Journal, American Biology Teacher, The Science Teacher, Mathematics Teacher, Social Studies, The History Teacher, Teacher Education Quarterly.

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[19] Examples of programs for targeted populations are included in the conference notebook. Some samples that your school librarian could find in short order include:

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D. D. Barron, "In the Beginning: Resources for School Library Media Specialists Helping New Teachers," School Library Media Activities Monthly, volume 15, no. 2 (October, 1998), pp. 47-50.

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[22] For an overview of the program and its effects, see Executive Summary: Findings from the Evaluation of the National Library Power Program (Madison, WI: University of Wisconsin at Madison School of Library and Information Studies and School of Education, 1999).

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White House Conference on School Libraries

Building Student Learning through School Libraries

Dr. Kathleen D. Smith
Cherry Creek High School
Greenwood Village, CO

It is such a pleasure and honor for me to be here today. I am one of those people who loves books. I love the smell, the feel, the touch, and the wonderful images created by the interesting, descriptive words. I've always loved reading books and libraries from the time I was a little girl in North Dakota and took the bus to the public library every Saturday, as our elementary school did not have a library, to my high school days of hanging out in the library to check out the books and, of course, the boys, to college where I would sit by the hour in the stacks, actually any stack, and pull out books and learn about topics that were foreign to me, to my graduate school days of trying to figure out how to run the microfilm and microfiche machines, to today, where each day I try to walk through the portal of knowledge through which we pass to become independent learners. The information literacy that is necessary today and presented through our school library media center is fabulous. My journey has been a joyful one and that is my hope for each one of our children.

School library media centers in the 21st century can, and should be, hubs for increased student achievement and positive focused school reform. Student achievement involves skill development, knowledge acquisition, research analysis of ideas and results, and, of course, integration of concepts and resources. These "windows to the world" serve as points for our continual drive for rigorous scholarly work and increased achievement for each student. Presently I serve as principal of a large urban/suburban high school in Denver, Colorado, where the library media program is the center and focal point of the school, both literally and figuratively. It is located in the center of an 80-acre campus with classes housed in four buildings. Student's travel back and forth all day, and the library media center is the only facility on the second floor, where the students have fondly named the staircase "the stairway to knowledge." Academic achievement is the heart of the philosophy and the accompanying programs of the school with personalized individual achievement manifesting itself in the fact that it is cool to be smart at Cherry Creek High School. Raising student achievement takes focused, intense, continual efforts founded in research, supported by the entire learning community, and fostered through a climate conducive to inquiry, discovery, and challenge. It can be done!

A quick profile of student achievement at Cherry Creek High School for the past 10 years reveals data that may be interesting to you. This school of 3500 students has increased graduation rate by 5% to 96% of students, decreased the drop-out rate to .8%, 90% of the graduates attend college, and in the past 10 years the National Merit Finalists have increased in number from 8 to 32 with Hispanic scholars and African-American scholars also represented. There has been a 400% increase in AP tests administered from 381 to this year's number of 1,565. Next year there should be over 2,000. At the same time scores have increased from 81% receiving a 3 or higher on the AP test to over 93% receiving a 3 or higher. There has been a concurrent increase in ACT and SAT scores, and last year State testing was administered at the high school level for the first time, and Cherry Creek High School received an "excellent" rating. This school is a comprehensive one, as many of our high schools in this country are, offering 25 sports, over 90 clubs and a myriad of volunteer opportunities. CCHS is known as a "community of scholars" based upon Roland Barth's work on community of learners. With increasing issues and demands, I maintain that one of the most effective and efficient ways to increase student achievement and love of learning is to leverage the power that library media centers can have in this process. There are five essential elements of this power:

1. **Access** - The library media center should serve as the physical and philosophical center of the school. I realize that there are constraints certainly with the physical location but I strongly believe that the outward representation of the importance of reaching higher and stretching past the four walls of the school are incredibly important to the internal importance placed on learning. The focus on knowledge acquisition should be represented with information at the core and access for all students at all times. If possible, library hours should be extended to afford students who are busy during the day opportunities to access services after school. Libraries should never be closed during the day for meetings or parties or other administrative types of functions. They should be available, warm, and welcoming places. At Creek we have been able to keep our library open three hours each day after school ends and one night a week even later with a program that was begun by the football coaches called "The Huddle." During The Huddle, students receive tutoring, small group instruction and have access to information. Sessions are supervised by coaches and volunteer teachers, and assistance for students is provided with any topic that is needed. Over 45% of our students use the library each day.

2. **Data Driven** - Library media centers must use data to assist with making decisions about resources whether it involves personnel or materials. Services and materials should reflect the learning community's needs and the instructional priorities of the school. The CCHS librarians keep data on the use of materials. They know what materials and sources are used, by which students, and for what purpose. An example is that a few years ago the librarians presented me with data that indicated a dramatic shift from student use of periodicals to use of on-line databases. We were able to, therefore, move our resources into an area that was leveraging student learning. At the same time keeping track of this kind of information gives one an overall picture of the curriculum and academic program. With the changes we have made we are able to offer databases to students that can be accessed at home as well as audio technological services not even thought of five years ago. Which brings me to the next step…
3. **Integration of Technology** - Technology is a means to an end, not an end in itself, a tool not a product. It is marvelous and affords ease, expedience, and efficiency, but it must be integrated through strategic planning within the instructional program. Parameters must be established for use and teachers must be trained. In the past five years we have been able to construct a program with dual platforms where 154 networked computers are housed in the library media center, including two complete computer labs. Seventy computers are located in various areas of the facility to accommodate individual student and faculty needs ranging from searching the internet, using e-mail, and accessing purchase databases, to video editing and multi-media production. Nineteen computers are available in offices for direct use by teachers and support staff. We are no longer confined by the traditional boundaries limiting access and delivery of information. Library resources are available throughout our campus through a networked environment. A library resources web page allowing students, staff, and community members access from the school campus and home is located at Cherry Creek High School. Students are encouraged to use the school resources from home and are given the necessary passwords to access the web page. The resource page has links to purchased on-line databases including thousands of full text magazines, newspapers, encyclopedia, and specialized subject area databases. They also include links to district on-line catalogues, district film library catalogues, and a myriad of lists of statewide periodicals, Colorado virtual library resources, web pages created for specific class projects and many other helpful sites. Furthermore, the students and teachers can use inter-library loan request systems to borrow resources from all district schools and the district professional libraries. This increased accessibility to in-

depth material supports the content covered in the classroom and encourages discovery and inquiry. There are no games played in this area. Learning is serious; learning is joyful; and students understand the purpose of technology.

4. **Connections between Teaching and Learning** - The teaching/learning process must be emphasized through the model of a teaching library. Librarians must be viewed and behave as teachers - of teachers, of students, and the community. They must serve as leaders to form instructional teams and promote professional growth. Membership on important instructional leadership committees as well as offering direct services to staff and students is vital. A basic foundation of the school must be that information literacy has to be incorporated throughout the entire program. At CCHS when teachers design research assignments they do so in collaboration with a teaching librarian. At present we have 6 ½ positions for teaching librarians. When teachers bring groups of students to a lab or to the library they do so in conjunction with work that has been planned with a librarian. When portable hubs of computers are taken to classrooms for student work, the lessons are planned with the librarians. Numbers and incidence of various kinds of research and lessons are kept on file to help others in the planning process. Examples of successful assignments are available at any time, and individual students often seek out librarians for assistance. Our data indicates that an average of 55 classes per month are held for purposes of research in the library. Another 120 classes per month are taught in the library using technology and over 50 students plan individually with librarians for research on a myriad of topics in all discipline areas. A Creek Technology Center has been funded through a program called "Bricks for Bruins," where patrons purchase a brick to be placed in a prominent walkway and this funds the CTC. It is a multi-media program that will be expanded next year to include a full broadcast studio with two courses per day being offered to students.
5. **Advocacy** - A commitment to information literacy must permeate the culture of the school. Upon entry to school at Creek, students receive a day-timer that is supported by the school and the PTCO organization and "Write-It" which is a guide to acceptable writing formats for research at the school. Expectations of the school are addressed by administrators and librarians who then introduce student's to all of the services available through the library media center. The sessions are mandatory and a core part of the orientation of the school. At CCHS no man or woman is an island, and the connections with information and the people who can help the students in their quest for learning must be emphasized. Continual reminders are in place with

celebrations of American Library Week, hosting authors, having speakers talk about their love of books, reading and research, showcasing student work through receptions and gallery exhibits, having available bookmarks which students have designed, and having fun and informative displays. An example is that when the summer reading list becomes available, summer lawn chairs pop up in the library, and free leis are given to students who check out books for the summer. CCHS has a mandated summer reading program and it's important that everyone read in the school. Large posters with pictures of students, staff, and even the mascot, the "Bruin," reading his or her favorite books, are posted throughout the school and are changed on a regular basis. The screensavers for many of the thousand computers in the school are individual pictures of students and faculty members showing their favorite books. Recognition is given to outstanding teachers, volunteers, and visitors by permitting them to select a book of their choice to be placed in the library with a dedication page to them.

At Cherry Creek High School our goal is that each graduate is a young independent thinker who is capable of academically competing with his or her worldwide counterparts and is a person who knows how to give back to the community. The school goal is entwined with the library media program of helping students gather the information to be lifelong learners and effective users and evaluators of ideas and information in both their academic and their personal lives. Our students are being faced with incredible ethical and moral decisions in a rapidly changing physical, political, economic, and social environment. They must be prepared to make these decisions and I believe very strongly that the only way they will be equipped is for schools to support their library media programs and to totally integrate these programs into the learning process of the school. No longer can students just rely on textbooks for needed information; students must access new information on a daily basis and be taught to integrate that information into their existing framework. Resources, of course, are an issue, but more importantly a belief and a willingness to turn that belief into action are important to increase student achievement through the leadership of library media programs. Through access for each student coupled with instruction with high expectations and guided practice, the library media specialists can leverage their leadership to increase student achievement. Critical thinking and information literacy provide this framework. Advocacy promotes the relationship between faculty and students as well as the community. All students are active learners engaged in the research that is deliberately designed to give them the information literacy skills and experience needed to be successful citizens in an information based society. It's cool to be smart in this rigorous academic environment where the community of scholars continually collaborate to bring more and more information to students who are able to integrate and apply their knowledge to real world issues. Obviously, I am incredibly proud of the kinds of things that occur at Cherry Creek High School and I welcome any and all of you to come see us and share the ideas of a constantly changing program that is dedicated to offering the best program possible to each student.

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History of Medford School District Library Media Centers

Dr. Steve Wisely, Superintendent
Medford School District
Medford, Oregon

School districts define the function of a library and the role of the library media specialist in a variety of ways. As a youngster growing up in Medford, Oregon, and graduating from its school system, I did not have an opportunity to meet a "real" librarian until entering junior high school in grade 7. In elementary school, classroom teachers filled the narrowly defined role of the librarian, which at the time was simply to assist students in checking out library books.

In 1985, after a 16 year absence, I returned to Medford and became superintendent of schools. At that time, I found that the function of the library had remained basically the same, that is, a warehouse of books, but support for those responsible to oversee it had deteriorated even more. Classroom teachers had minimal involvement in the library. Non-certified staff, with no formal training in instruction, no child development background, no knowledge of reading levels of students, and no course work in libraries were ordering library books and checking them out to students.

A concerted effort to place certified library media specialists in the district's thirteen elementary schools, two middle schools, and two high schools began in 1986 and was completed in 1990. At the same time, the classified employees previously assigned to the library media center were retained and inserviced to support the program to ensure that the certified library media specialists had time to perform the duties for which they had been trained.

In 1992, the district's certified library media specialists wrote the first library Media Guide which was adopted by the school board on March 16, 1993. In the guide, the media specialists wrote, "Effective library media programs are designed to help students find, use, and apply information which enables them to function successfully in the school program and to fulfill lifelong learning needs and reading enjoyment." They went on to say, "A library information skills curriculum is not simply a course of study to be covered at one specific time in the K-12 curriculum. It is a set of clearly defined locational, inquiry and investigation, reporting, literature appreciation, and reading guidance skills, initiated with the student's first introduction to the library media center and continued consistently through a sequential plan kindergarten through twelfth grade." Regarding the relationship of the media specialist and the classroom teacher, the guide stated, "The teaching of library information skills should be a cooperative effort between the library media specialist and the classroom teacher."

In 1995, patrons of Medford School District approved a bond issue to construct Abraham Lincoln Elementary School and totally renovate the two middle schools. This also included the design and development of model library media centers and adjacent computer labs in the three schools. Additionally, the bond issue contained funds to remodel, expand, or build contemporary library media centers and computer labs at all other district schools.

Throughout the development of library media centers, programs, and selection of library media specialists, Medford School District relied heavily on research and literature that define roles and responsibilities for each. The sources and valuable information are listed below:

Information Power: Building Partnerships for Learning, the American Association of School Libraries and Association for Educational Communications and Technology,1998.

- The mission of the library media program is to ensure that students and staff are effective users of ideas and information.
- The goals of today's library media program point to the development of a community of learners that is centered on the student and sustained by a creative, energetic library media program. These goals include:
    1. To provide intellectual access to information through learning activities.
    2. To provide physical access to information through a carefully selected and systematically organized local collection of diverse learning resources.
    3. To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information.
    4. To provide leadership, collaboration, and assistance to teachers.
    5. To provide resources and activities that contribute to lifelong learning.
    6. To provide a program that functions as the information center of the school.
    7. To provide resources and activities for learning that represent a diversity of experiences, opinions, and

social and cultural perspectives.

- We must teach students to be learners because in their lifetimes so much new knowledge will be generated that they cannot expect to stop learning when they leave school.
- The responsibility of the library media specialist falls in four categories.
    1. As teacher, the library media specialist collaborates with students and other members of the learning community.
    2. As instructional partner, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, nonprint, and electronic information resources.
    3. As information specialists, the library media specialist provides leadership and expertise in acquiring and evaluating information resources.
    4. As program administrator, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it.
- The library media specialist takes a proactive role in promoting the use of technology by staff, in determining staff development needs, in facilitating staff learning explorations, and by serving as a leader in staff development activities.

Good Schools Have School Libraries; Oregon School Libraries Collaborate to Improve Academic Achievement, Keith Curry Lance, Marcia J. Rodney, and Christine Hamilton - Pennel, 2001.

- A strong library media program is one that is adequately staffed; stocked and funded; whose staff are actively involved leaders in their school's teaching and learning; whose staff have collegial, collaborative relationships with classroom teachers; and that embraces networked information technology.

National Board for Professional Teaching Standards: Library Media Standards, (for teachers of students ages 3-18+), 2001.

- Accomplished library media specialists:
    1. Have knowledge of learning styles and human growth and development.
    2. Know the principles of teaching and learning that contribute to the active learning environment.
    3. Know the principles of library and information studies needed to create effective, integrated library media programs.
    4. Integrate information literacy through collaboration,

planning, implementation, and assessment of learning.

5. Lead in providing equitable access to an effective use of technologies and innovations.
6. Plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively.
7. Engage in reflective practice to increase their effectiveness.
8. Model a strong commitment to lifelong learning and to their profession.
9. Uphold professional ethics and promote equity and diversity.
10. Advocate for the library media program, involving the greater community.

School districts in Oregon are very fortunate to have organizations that provide direction and support for library media programs. At the forefront is the Oregon Educational Media Association. OEMA is Oregon's statewide association whose missions are to provide leadership to pursue excellence in school library media programs by:

- Advocating information literacy for all students.
- Supporting reading instruction and enjoyment of literature.
- Supporting the high levels of library media services in schools.
- Strengthening member professionalism through communications and educational opportunities.
- Promoting visibility in education, government and the community.

OMEA publishes a journal entitled *Interchange* three times each year providing information on topics related to library media.

There are several other state educational organizations supporting technology and library media that are used extensively in Medford School District. They are:

- *Oregon School Library Information System (OSLIS)* The mission of OSLIS is to help all K-12 students achieve Oregon's high standards including information literacy skills by creating, evaluating, and providing cost effective, curriculum based online information resources and by providing for classroom teachers, media specialists, and assistants the training needed to apply these resources in teaching and learning.
- *Oregon Public Education Network (OPEN)* The mission of OPEN is to enable all of Oregon's K-12 schools to participate in a coordinated information network; and to establish ongoing web-based curriculum development and

professional development resources for teaching and learning through the OPEN web site.

- *Oregon Educational Technology Consortium (OETC)* OETC is dedicated to maximizing the value of educational technology to its members by working with software and hardware vendors to procure the most effective and appropriate technological resources at the lowest possible prices.
- *Oregon Department of Education (ODE)* Through the efforts of ODE, state assessment tests which determine how students are progressing on state standards are administered by elementary library media specialists online through Technology Enhanced State Assessment (TESA).
- *Oregon State Library* The Oregon State Library, under the direction of state librarian, Jim Scheppke, supports media programs by providing resources, information, and leadership.

What are the results of having such well defined library programs and certified library media specialists? *Students read more*. During the 2001-02 school year, the library book circulation at Abraham Lincoln Elementary School, with a population of 600 students, was 46,054. Students learn more. A statewide research report entitled *Good Schools Have School Libraries: Oregon School Librarians Collaborate to Improve Academic Achievement*, shows that school library media programs in Oregon schools exert a positive and statistically significant impact on student achievement. The conclusions of this study, which was commissioned by the Oregon Educational Media Association, are substantiated by assessment results and SAT test scores for students in Medford School District. With access to model library programs and certified media specialists, students in Medford Schools exceed state standards for reading proficiency in all grades 3, 5, 8, and 10. Furthermore, when student performance was reported by the Oregon Department of Education, four of the 18 schools were rated "exceptional," ten were marked "strong" and four "satisfactory." Finally, Oregon has ranked either first or second in the nation for several years in the Scholastic Aptitude Test (SAT) for graduating seniors for those states who test greater than 50% of their graduates. In comparison with national and state scores, Medford School District's graduating seniors exceed both the state and national averages.

Medford School District's library media centers are beautiful, vibrant places of learning. Students enter the areas with excitement and enthusiasm. While each elementary class has an hour per week of library instruction and computer lab experience, libraries in every school are open throughout the day for students to use as they wish.

The center is a beehive of activity as the library specialist teaches a lesson, reads a book, introduces a guest author who has come to speak, or helps students in research projects. Twice a year the elementary library media specialist can be found in the computer lab administering the electronic version of the state assessment tests, TESA. The assistant is either helping students in the media center or teaching a computer class in the lab next door.

Parents and community members are shelving books and performing other duties which frees up the specialist to do what he/she is trained to do best.

In one area of the media center is a bank of computers where students are taking Accelerated Reader tests after having read a library book. Sixth graders, at a nearby table, do research on their Autonomous Learner project in anticipation of the "Nights of the Notables," a program where students present a historical figure to their classmates.

Sitting on the soft couches and chairs in the reading area are students who have chosen their books and simply want some reading time. In another area of the media center, teachers look over materials in preparation for teaching their classes.

The library media centers are truly the "hub" of the school. It is the one place in school where all students go at some time and the "welcome mat" is always out.

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The Role of Foundations and Philanthropy in Supporting School Libraries

M. Christine DeVita
President
Wallace-Reader's Digest Funds

Madame First Lady, honored guests:

I'm delighted to be here to help celebrate the launch of the Laura Bush Foundation, which is dedicated to a cause that could not be more important or timely: helping school libraries become full partners in promoting the love of reading and learning among all children.

Your leadership has given all of us considerable cause for optimism that school libraries will at last reach their rightful place in the national education firmament. For that alone we are grateful.

I'd like to address the Wallace Funds' experiences working with school libraries and the lessons we've learned over the last decade from our initiative called Library Power. Specifically,

- How school libraries can support national education goals, particularly in meeting the bold challenges outlined in this administration's historic *No Child Left Behind Act of 2001*.
- Current threats to Library reform.
- And finally, how foundations can help support reform.

In 1988, before libraries had Internet access, and even before librarians were called "media specialists," the Wallace Funds began Library Power. Our goal was to work with a select number of schools to reverse years of neglect of libraries. We wanted to help school libraries become full partners in improving teaching and learning. We sought to discover how to transform libraries into educational centers that could work much more closely and effectively with teachers and the classroom curriculum to help all students succeed.

When we began our work, school libraries were in terrible condition. Chronic budget crises of the 1970s in New York City and elsewhere had left a legacy of libraries that were dark, unfriendly, and unstaffed where they existed at all. As you might imagine, the worst conditions were in schools in high-need communities. I visited some of these schools.

In some, library books were scattered among classrooms because schools could no longer afford to keep their library spaces open. Books were few in number, old and falling apart. Encyclopedias in some libraries were so shockingly out of date that Eisenhower's election was treated as a current event. Remember, this was 1988. We had put men on the moon nearly 20 years earlier - but these children couldn't read about it in their school library. Libraries were disconnected from the life and learning of classrooms. And where libraries existed at all, students seldom spent more than an hour a week in them. School librarians themselves were often expected to be little more than babysitters left in charge when the classroom teacher dropped students off.

A dozen years later, Library Power has taught us that these conditions CAN be changed.

In the 700 schools and 19 communities where the Wallace Funds invested directly, Library Power has helped renovate library space, purchase new books, map library resources to the goals of the classroom curriculum, and create professional development opportunities and tools for teachers and librarians. Libraries became warm, welcoming spaces, with up-to-date material that connected and reinforced the lessons students were learning in their classrooms. The libraries were open before and after school and operated on flexible schedules during school hours so students could come in to check out a book or look up an important fact for an assignment without waiting for their regularly-scheduled class time.

Library Power demonstrated that school libraries can be a positive influence on curriculum, instruction, and professional development.

When teachers and librarians work and plan together, they both can establish shared goals for student learning. Together they can analyze curriculum, identify weaknesses, and develop interdisciplinary lessons that enrich the subject matter. This is a sea change in many schools. As one school leader reported: "Before, the school librarians were the weakest link...Now we see them at the front end of the curriculum." We've also learned that leadership is critical to successful school library reform. Within schools, principals must ensure that teachers and librarians have time to meet with one another and can hold them directly accountable for that collaboration. Outside of school, community organizations, parents and residents must also support these new practices.

Another important lesson: compatible policies matter. Local, state, and national policies affect what schools value and prioritize. That's why it is so important that the *No Child Left Behind Act* calls attention to school libraries. The Act provides federal dollars to help schools provide up-to-date school library materials, technology that can help to develop the information retrieval and critical thinking skills of students, professional development for school library media specialists, activities that foster increased collaboration between school librarians, teachers and administrators, and access to school libraries during non-school hours.

We know that this combination of factors work, because they are similar to the elements of the Library Power program. A key finding of the evaluation conducted by the University of Wisconsin was that changes fostered by Library Power helped schools engage students in rich learning. Using updated library materials, many teachers expanded the curriculum to include assignments that focused students on using reading, research, and critical information skills. For example, in one school library sixth graders studying the Civil War used books, CD ROMs and the Internet to analyze and interpret information, develop timelines, graph casualties, write poems, and present dramatic readings based on historical events.

Finally, we know that school libraries need not be just for students. At School 15 in Paterson, NJ, parents and teachers are deeply involved in the library. Students use it for school projects. Teachers discuss lesson plans with librarians. Parents use its Internet connections to research topics of personal and professional interest. As one Paterson librarian told us: "Everyone likes the library. It occupies a special place in the life of the school - and the whole community, too."

In short, Library Power enabled schools to strengthen instruction, teach students how to effectively research and analyze information, and create connections between teachers and librarians committed to delivering high quality education. All for an average annual cost of $17 a student. And that includes the program's start-up costs. Librarians suggested that with efficient use of school personnel and resources, the cost could be half, or less than $9 per student.

We thought that all of this was timely a decade ago. If anything, it's more urgent today. The lessons of Library Power demonstrate that school library reform can provide all districts with important support in meeting the goal of leaving no child behind. Yet the longstanding threats to school library reform never seem far off. There are still far too many who do not see that school libraries are places where students get excited about learning, where they learn to dig deeper into their subjects and where they find that knowledge is without limits. Because of that, too many continue to see school libraries as "frills," not as vital resources that are critical to success in schools. So it is important to continue to build on the powerful lessons from Library Power. And that's where foundations can play an important part.

When we think about creating positive national change, the role of foundations, especially large, national ones, is not just about money. While Library Power had directly benefited some 700 school libraries over the last decade, there are thousands more we haven't touched. No foundation initiative by itself can carry the load of national reform. What we CAN do, when we are successful, is provide practical lessons on the ideas we've tested so that others can decide their value and whether they are worthy of emulation. That's why we were so delighted when the American Library Association adopted Library Power as a model for school libraries, endorsing the belief that school libraries are full partners with teachers in deepening understanding and providing pathways to learning that classrooms alone can't offer.

We've come a long way since 1988, but there's still a long way to go. The galvanizing effect of the establishment of the Laura Bush Foundation and your personal commitment to the issue, Madame First Lady, will increase the momentum toward making all school libraries powerful and creative places of learning - places filled with children digging into books on dinosaurs, with students looking up Civil War poetry, and with young and old alike developing an appetite for learning that stays with them for life.

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For Immediate Release
Office of Mrs. Bush
June 4, 2002

Closing Remarks by Mrs. Bush at the White House Conference on School Libraries

As delivered.

Thank you, Chris DeVita. I also want to thank all of our speakers and presenters. You were just great. Thank you for informing us, inspiring us, and entertaining us.

A love of books of holding a book, turning its pages, looking at its pictures, and living its fascinating stories goes hand-in-hand with a love of learning. And every child in America should have access to a well-stocked school or community library.

Community and school library budgets, which are limited to begin with, are being stretched to their limits to accommodate printed material, electronic material, and computer equipment. Librarians must struggle to balance the budget and the needs of their communities.

I am excited to announce that the Laura Bush Foundation for Americas Libraries, which is a part of the Community Foundation for the National Capital Region, will help bring books to inner-city, rural school and community libraries.

Bill Marriott will serve as chairman of the Foundations leadership council and John Bryan will serve as vice-chairman.

Pam Willeford has agreed to serve as executive director and chairwoman of the advisory committee. The committee will develop the guidelines for grant applications.

The foundation is off to a great start. So far gifts have topped $5 million dollars. That says a lot about our commitment to libraries and the children they serve.

Several donors have made substantial contributions toward endowing the foundation, including Dorothy Yao, Bill Marriott and Ruth Altschuler.

And very generous gifts have been made by Barbara Bush, Mr. And Mrs. Marshall B. Payne, Mr. and Mrs. Craig Stapleton, Mr. Joseph C. Canizaro and Dr. Dennis S. OLeary. Thank you all.

Your support means that school libraries can extend their collections, from fact and fiction to periodicals and prize-winning books. It means that a teacher can use books from a selection of multi-lingual literature. It means that a child can pick up a book -- and visit places and learn about people he might not have known existed.

What a pleasure it has been the fulfillment of a dream, in fact to meet with you today and to announce the leadership and first major gifts for the Laura Bush Foundation for Americas Libraries. An investment in libraries is an investment in our childrens future. Thank you for coming.

# # #

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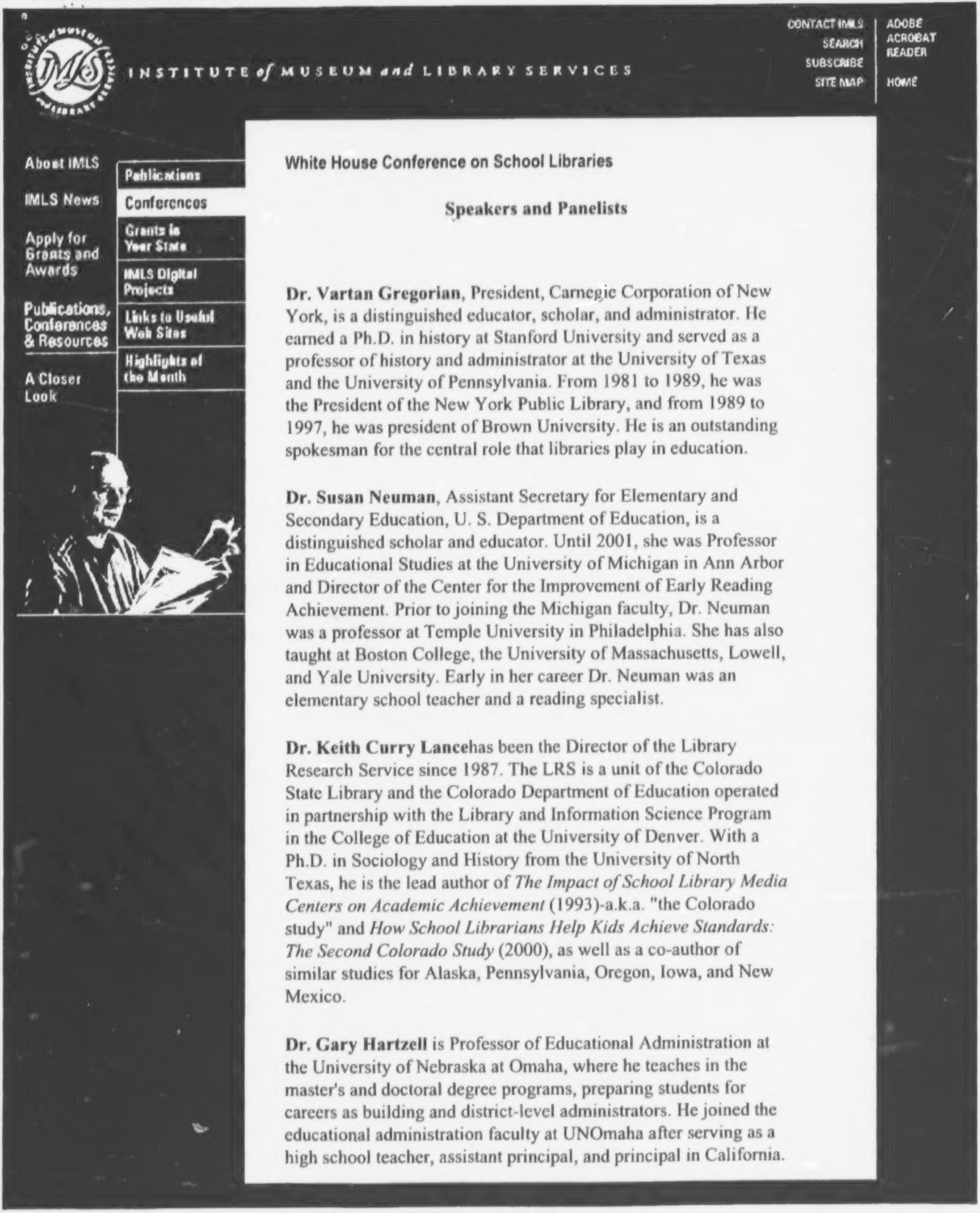

White House Conference on School Libraries

Speakers and Panelists

Dr. Vartan Gregorian, President, Carnegie Corporation of New York, is a distinguished educator, scholar, and administrator. He earned a Ph.D. in history at Stanford University and served as a professor of history and administrator at the University of Texas and the University of Pennsylvania. From 1981 to 1989, he was the President of the New York Public Library, and from 1989 to 1997, he was president of Brown University. He is an outstanding spokesman for the central role that libraries play in education.

Dr. Susan Neuman, Assistant Secretary for Elementary and Secondary Education, U. S. Department of Education, is a distinguished scholar and educator. Until 2001, she was Professor in Educational Studies at the University of Michigan in Ann Arbor and Director of the Center for the Improvement of Early Reading Achievement. Prior to joining the Michigan faculty, Dr. Neuman was a professor at Temple University in Philadelphia. She has also taught at Boston College, the University of Massachusetts, Lowell, and Yale University. Early in her career Dr. Neuman was an elementary school teacher and a reading specialist.

Dr. Keith Curry Lancehas been the Director of the Library Research Service since 1987. The LRS is a unit of the Colorado State Library and the Colorado Department of Education operated in partnership with the Library and Information Science Program in the College of Education at the University of Denver. With a Ph.D. in Sociology and History from the University of North Texas, he is the lead author of *The Impact of School Library Media Centers on Academic Achievement* (1993)-a.k.a. "the Colorado study" and *How School Librarians Help Kids Achieve Standards: The Second Colorado Study* (2000), as well as a co-author of similar studies for Alaska, Pennsylvania, Oregon, Iowa, and New Mexico.

Dr. Gary Hartzell is Professor of Educational Administration at the University of Nebraska at Omaha, where he teaches in the master's and doctoral degree programs, preparing students for careers as building and district-level administrators. He joined the educational administration faculty at UNOmaha after serving as a high school teacher, assistant principal, and principal in California.

His research interests center on schools as workplaces for adults, with particular attention to workplace relationships. Among other works, he is the author of *Building Influence for the School Librarian*, and the lead author of *New Voices in the Field: The Work Lives of First-Year Assistant Principals*. He is an internationally known speaker on librarian-principal relationships and a monthly columnist for the *School Library Journal*.

Dr. Steven R. Wisely is completing 17 years as the superintendent of Medford School District in Medford, Oregon. He has been a classroom teacher, elementary principal, assistant superintendent, superintendent, and an instructor at four universities. He was named Oregon's Superintendent of the Year in 1991 and Oregon Educational Media Association Administrator of the year for 2000-01. He was nominated by the library media specialists of the Medford School District for his commitment to providing quality school library programs and staffing them with certified personnel in all K-12 schools. He holds a Ph.D. from the University of Oregon.

Dr. Kathleen D. Smith is the principal of Cherry Creek High School in Greenwood Village, Colorado, a Denver area urban/suburban school with over 3,500 students on an eighty acre campus. She is a member of several local boards and serves on the College Board's Western Regional Academic Council. Dr. Smith received the Distinguished School Administrator Award from the American Association of School Librarians last year. She has been a social studies teacher, counselor, central office, and middle and high school administrator. She received a Ph.D. from the University of Northern Colorado.

Faye Kimsey-Pharr is the Principal of Lakeside Academy of Math, Science, and Technology in Chattanooga, Tennessee. She has been a classroom teacher, Basic Skills Consultant, Elementary Instructional Supervisor, and Assistant Principal. In 1996, she was named the Administrator of the Year by the American Library Association.

M. Christine DeVita is the President of the Wallace-Reader's Digest Funds, a leader in the use of philanthropic resources to encourage new institutional practices designed to improve services to people. Over the last decade, the Funds' Library Power initiative, the largest private investment in school libraries in more than 30 years, helped more than 700 schools make their libraries into stronger centers of teaching and learning, and shared those lessons nationally. The Funds' current programs are aimed at strengthening school leadership, promoting out-of-school learning opportunities in underserved communities, and broadening public participation in the arts and culture.

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Capitalizing on the School Library's Potential to Positively Affect Student Achievement

A Sampling of Resources for Administrators

Dr. Gary Hartzell
Professor of Educational Administration
University of Nebraska at Omaha

Capitalizing on the School Library's Potential to Positively Affect Student Achievement

A Sampling of Resources for Administrators

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A sampling of library research and argument demonstrating that collaboration is essential in maximizing the positive impact of library media programs on student achievement and school success and some material on the nature of workplace collaboration.

III. Evidence and Arguments That Administrative Leadership is Key in Developing Quality Library Media Programs

A collection of articles demonstrating the role administrators have to play that might be useful in encouraging administrative commitment.

IV. General Use Websites

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V. Persuasion Resources

A sampler's collection of websites, prepared presentations, and written material that can be used in efforts to convince boards of education, faculty, parent groups, and business partners that the library is not only a good investment but a necessary one.

INTRODUCTION

Reconceptualizing the library as an instrument of school improvement takes some doing. Trying to alter perceptions and practices built and sustained over generations is a formidable task. It requires, as Ross Todd puts it, "a fundamental shift from thinking about the movement and management of information resources ... to a key focus on knowledge construction."[1] It requires thinking of the library as an academic investment rather than a cost, of the library as a part of rather than apart from the classroom, and of the librarian as a line member of the teaching staff rather than an adjunct to it.

It often is easy to overlook the library as a contributor to school improvement, simply because it has never been thought of in those terms. While reformers argue widely that research shows certain things about certain practices, library research most often is not included in the discussion. It's not that educators actively set out to deny librarians their proper role in school improvement, it's just that they have never been schooled to think of libraries when they think of school reform. There's an irony in seeing administrators and teachers attend workshops on school effectiveness and change, but not recognize the relevance of successful school library programs simply because libraries are not discussed in those workshops.[2]

As the trend toward data-driven decisions grows in the school setting, evidence should become more important than habit. If participants from this conference go home with the intent of convincing their boards and colleagues to more closely examine the library's potential, they will need ideas and evidence to excite interest. School board members who control funding and policy, and administrators who control schedules, budgets, staffing, and evaluation, will need to glimpse what libraries might be able to contribute in their own districts and buildings before they will be able to think about changing standing structures and expectations.

There isn't space here to provide a comprehensive catalogue of materials that can be used in presenting the library's case, let alone provide the materials themselves. There is, however, sufficient space to provide some leads. One of the good things about working with librarians is that they have the knowledge and skills to locate, access, organize and present the information needed to persuade others.

This small collection of material listings is offered as a starting point for rethinking the library. This list mixes primary and secondary sources, but all of the secondary works listed are research-based and contain bibliographies that will allow backtracking to original sources. The secondary sources also allow convenient access to research review summaries. Your school library media specialist can find these materials in full-text either on the Internet or in a day's time at a local university library. The ideas and evidence they contain can become the raw material from which to craft persuasive arguments for library investment and expanded librarian responsibility.

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[1] R. Todd, Transitions for Preferred Futures of School Libraries: Knowledge Space, Not Information Place; Connections, Not Collections; Actions, Not Positions; Evidence, Not Advocacy. A keynote address at the 2001 International Association of School Librarianship (Auckland, New Zealand, July 2001).

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I. Evidence That Quality School Library Media Programs Positively Affect Student Achievement

The evidence that quality school library media programs positively affect student achievement has not just emerged in the past few years. In fact, we have research reports spanning more than five decades indicating the power of library media in student learning. The problem has been that school librarians, like most professionals, write for each other and are published in the journals that describe their own field. They similarly present to each other at conferences attended almost exclusively by participants drawn from their own ranks. The result of looking inward -- instead of sharing research results where they will be seen by the board members and administrators who could operationalize their findings -- has been to cover the light of library contribution.

As LaVerne Ireland points out,

> The problem is not lack of proof of the need for inclusion of professional school library services in any effort to provide adequate education, but a pervasive lack of awareness of this proof. Neither teachers nor administrators nor board members read such research. Parents, in most cases, do not even know that this kind of research is done and that its reports are publicly available. Many people confuse librarians with circulation clerks, and libraries with book warehouses, and therefore do not think of seeking out research into library effectiveness.[1]

One of the best sources available at the moment for an overview of the research on the library's impact on student achievement is LaVerne H. Ireland's The Impact of School Library Services on Student Academic Achievement: An Annotated Bibliography, Fifth Edition (2001; ERIC Document Number ED 450 807). Unfortunately as useful as the ERIC system is, relatively few items in its ever-growing collection are easily available full-text over the Internet. There are a few systems that provide full-text access to some portion of the ERIC database,[2] but they are expensive and are not, at least as yet, in general use. A copy of this 33-page bibliography can be ordered from ERIC or a photocopy can be obtained at a university library. In the meantime, the bibliography below is offered to conference participants as a foundation from which evidence may be drawn when crafting arguments to present to boards, administrators, faculties, and others.

The list that follows is a chronological rendering of some of the evidence produced in the last fifty years. No one study, of course, is conclusive – and most of the works have been correlation studies. Causal relationships cannot be unequivocally proven through correlation.[3] Correlational research attempts to identify relationships among variables and the degree to which those variables are associated with one another. While such studies cannot flatly prove the causes of the relationships they identify, the probability of cause and effect is strengthened if the same correlations appear in multiple settings over time – the situation that prevails here. The fact that the same correlations have been identified across so many settings and so many years argues both the likelihood of cause-and-effect and the need for continued investigation.

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[2] *E*Subscribe* is an example, providing full-text access to most 1996 and later ERIC documents through pdf files.

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II. Evidence and Arguments that Collaboration Pays Dividends.

Library impact research demonstrates that collaboration is essential in maximizing the positive impact of library media programs on student achievement and school success. Unfortunately, both the organizational structure and the culture in most schools discourage collaborative efforts among faculty members. Conference participants wishing to promote increased collaboration in their schools may need to draw on a variety of material to use in crafting their arguments. The works listed below should be useful.

This sampling of resources is divided into three sections: (1) resources specific to teacher-librarian cooperation and collaboration, (2) resources relating to some deliberately targeted collaboration opportunities, and (3) resources regarding the general nature of workplace collaboration, especially in the school setting.

Resource Materials

Teacher-Librarian Collaboration

Teacher-librarian collaboration is at the heart of effective library media practice. Research results indicate that students develop higher quality information literacy skills when instruction on those skills is integrated with subject matter studies, and an argument can be made that the learning of the subject matter itself is similarly enhanced.

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S. M. Najaka, "Cooperative Communication and Planning Interaction: The Role of the Library Media Program in Curriculum Development," Education, vol. 114, no. 2 (Winter, 1993), pp. 227-229.

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P. M. Turner, "What Help Do Teachers Want, and What Will They Do to Get It?" School Library Media Quarterly, vol. 24, no. 4 (1996), pp. 208-212.

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C. L. Yetter, Resource-Based Learning in the Information Age School: The Intersection of Roles and Relationships of the School Library Media Specialist, Teachers, and Principal (Doctoral dissertation, Seattle University, 1994).

Deliberately Targeted Collaboration

One area of school librarianship often neglected in discussion of library functions is how the library and librarian can assist in helping particular populations in the school, both directly and through working with other faculty members. Thinking about targeted library services and operations can help broaden the way we think about school libraries in general and about the role of the school library media specialist in particular.

This is just the smallest sample of ideas about alternative and extended library media services aimed at helping schools achieve particular ends that are closely tied to student achievement but are not restricted to classroom experience. These few items are offered only as thought provokers and discussion starters.

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G R. Brown, At-Risk Students: How Do School Library Systems Respond? Paper presented at the annual meeting of the International Association of School Librarianship (Sweden, July, 1990). ERIC Document number ED 326 251

R. B. Mendrinos, Using Educational Technology With At-Risk Students: A Guide for Library Media Specialists and Teachers (Westport, CT: Greenwood Publishers, 1997). Abstract available on ERIC Document number ED 411 796.

Athletes

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Beginning Teachers

D. B. Barron, "In the Beginning: Resources for School Library Media Specialists Helping New Teachers," School Library Media Activities Monthly, vol. 15, no. 2 (October 1998), pp. 46-50.

Gifted Students

D. Abilock, "Librarians and Gifted Readers: Myths and Facts," Knowledge Quest, vol. 27, no. 5(May/June 1999), pp. 31-32, 34-35.

Latchkey Children

R. Cerny, "An After School Solution," School Library Journal, vol. 40, no. 11 (November, 1994), p. 42.

F. A. Dowd, "The School Library Media Specialist and Latchkey Children," School Library Media Activities Monthly, vol. 9, no. 2 (October, 1992), pp. 33-34, 47.

S. Feldman, The Library and the Latchkey: ERIC Digest. ERIC Document Number ED 331 512 (1990).

D. Tinnish, "Latchkey Kids & The Library," Emergency Librarian, vol. 23, no. 2 (November/December, 1995), pp. 17-19.

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A. H. Filson, "Partnerships: Serving the English as a Second Language Students," Journal of Youth Services in Libraries, vol. 5 (Summer, 1992), pp. 399-406.

M. A. Dame, The Role of the School Library in Serving LEP/ESL Students. ERIC Document number ED 381 033.

Multicultural Students

K. C. Nelson, Multicultural Education: How the Library Can Be of Assistance (Master's thesis, Pacific Lutheran University, 1993).

M. E. Shorey, An Investigation of Four Exemplary School Library Media Specialists and How They Incorporate Multicultural Literature Into the Curriculum (Doctoral dissertation, The Ohio State University, 1996).

Students With Special Needs

J. Murray, Enhancing the Skills of School Library Staff to Cater for Individual Student Needs. ERIC Document number ED 441 479 (1999). http://www.ifla.org/IV/ifla65/papers/047-132e.htm

J. Murray, Meeting Diverse Information Needs: Students With Disabilities. ERIC Document number 437 058 (1999).

C. L. Wesson and M. J. Keefe (Eds.), Serving Special Needs Students in the School Library Media Center (Westport, CT: Greeenwood Press, 1995).

Working With School Counselors

M. White and P. Wilson, "School Counselors and Teacher-Librarians: A Necessary Partnership for Effective Schools," Emergency Librarian, vol. 25, no. 1 (September/October, 1997), pp. 8-13.

C. Partridge, P. Wilson, and M. White, "The Forgotten Partnership Between School Counselors and School Library Media Specialists," Ohio Media Spectrum, vol. 46, no. 3 (1994), pp. 21-24.

L. Timmerman, D. Martin, and M. Martin, "Augmenting the Helping Relationship: The Use of Bibliotherapy," School Counselor, vol. 36, no. 4 (March, 1989), pp. 293-297.

S. T. Gladding and C. Gladding, "The ABCs of Bibliotherapy for School Counselors," School Counselor, vol. 39, no. 1 (September, 1991), pp. 7-11.

L. B. Hendrickson, "The 'Right' Book for the Child in Distress," School Library Journal, vol. 34, no. 8 (April, 1988), pp. 40-41.

K. Jeon, "Bibliotherapy for Gifted Children," Gifted Child Today, vol. 15, no. 6 (November/December, 1992), pp. 16-19.

General Collaboration Resources

Collaboration is difficult to achieve in schools. The culture resists it and the organizational structure discourages it. These sources offer some insight into the challenges of fostering teacher collaboration with anyone.

C. R. Bailey, Jr. and Others, An Investigation of Resistance to Teacher Collaboration – Knowledge With Which to "Fix What's Broken." ERIC Document number ED 371 510 (1993).

J. L. daCosta, Teacher Collaboration: The Roles of Trust and Respect. ERIC Document number ED 384 607 (1995).

D. C. Feldman, "The Development and Enforcement of Norms," Academy of Management Review, vol. 9, no. 1 (1984), pp. 47-53.

M. Friend and L. Cook, Interactions: Collaboration skills for school professionals (New York: Longman, 1992).

I. L. Greenspan, Teacher Collaboration and Individualism in Secondary School Mathematics Departments (Master's degree thesis, University of Chicago, 2001). ERIC Document number ED 545 091.

M. Inger, Teacher Collaboration in Secondary Schools (Berkeley, CA: National Center for Research in Vocational Education, 1995).

C. Jakicic, "Taking Small Steps to Promote Collaboration," Journal of Staff Development, vol. 15, no. 2 (Spring, 1994), pp. 16-18.

J. H. Johnston, G. C. Markle, and J. M. Arhar, "Cooperation, Collaboration, and The Professional Development of Teachers," Middle School Journal, vol. 19, no. 3 (May, 1988), pp. 28-32.

K. Kreis and D. Y. Brockopp. "Autonomy: A Component of Teacher Job Satisfaction. Education, vol. 107, no. 1 (Fall, 1986), pp. 110-115.

S. D. Kruse, Collaboration Efforts Among Teachers: Implications for School Administrators. Paper presented at the annual meeting of the University Council for Educational Administration (Louisville, KT: October, 1996). ERIC Document number ED 402 651.

J. W. Little, "Norms of Collegiality and Experimentation: Workplace Conditions of School Success," American Educational Research Journal, vol. 19 (1982), pp. 325-340.

J. W. Little, "The Persistence of Privacy: Autonomy and Initiative in Teachers' Professional Relations," Teachers College Record, vol. 91, no. 4 (Summer, 1990), pp. 509-536.

S. Marble, S. Finley, and C. Ferguson, Understanding Teachers' Perspectives on Teaching and Learning: A Synthesis of Work in Five Study Sites (Washington, DC: Office of Educational Research and Improvement, 2000). ERIC Document number ED 449 155.

H. Mintzberg, J. Jorgensen, D. Doughtery, and F. Westley, "Some Surprising Things About Collaboration – Knowing How People Connect Makes It Work Better," Organizational Dynamics, vol. 25, no. 1 (Spring, 1996), pp. 60-71.

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A. C. Ornstein and B. Berlin, "Successful Teachers: What We Know About Them," The High School Journal, vol. 78, no. 3 (February/March, 1995), pp. 164-171.

D. G. Pounder, Restructuring Schools for Collaboration: Promises and Pitfalls (Albany: State University of New York, 1988).

B. J. Reinken, System of Collegiality: A Theory of Professional Collegial Relationships in Secondary Schools. Paper presented at the annual meeting of the American Educational Research Association (San Diego, CA, April, 1998). ERIC Document number ED 419 804.

G. Riordan and J. L. daCosta, Leadership for Effective Teacher Collaboration: Suggestions. ERIC Document number ED 418 964 (1998).

S. Rosenholz, Teachers' Workplace: The Social Organization of Schools (New York: Longman, 1989).

R. D. Sawyer, Teachers Who Grow as Collaborative Leaders: The Rocky Road of Support, Education Policy Analysis Archives, vol. 9, no. 38 (October 1, 2001). http://epaa.asu.edu/epaa/v9n38.html

E. G. Shapiro, "Help Seeking: Why People Don't," in S. B. Bacharach and E. J. Lawler (Eds.), Research in the Sociology of Organizations, Volume 3, 1984, pp. 213-236 (Greenwich, CT: JAI Press, Inc.

D. Y. Silva, "Collaborative Curriculum Encounters," Journal of Curriculum and Supervision, vol. 15, no. 4 (Summer, 2000), pp. 279-299.

H. W. Smith, "Guide Teaming Development," Middle School Journal, vol. 22, no. 5 (May, 1991), pp. 21-23.

S. C. Smith and J. J. Scott, The Collaborative School (Reston, VA: National Association of Secondary School Principals, 1990).

J. A. Zahorik, "Teachers Collegial Interaction: An Exploratory Study," The Elementary School Journal, vol. 87, no. 4 (March, 1987), pp. 385-396.

III. Evidence and Arguments That Administrative Leadership Is Key in Developing Quality Library Media Programs

Administrative leadership is unquestionably a key factor in any school operation. Given, however, that a large proportion of principals and assistant principals are unaware of the library's potential for contributing to student achievement and school success, conference participants may need some evidence on which to draw if they try to convince their peers and subordinates that building administrators have critical roles to play in developing quality library media programs.

The references below identify studies that have demonstrated the importance of administrative support – most specifically, support by the building principal – in the creation and sustenance of highly effective library media programs.

"The Role of the Principal is the Key Factor in the Development of an Effective School Library Program," Emergency Librarian (January-February, 1989), p. 31.

K. Bishop and N. Larimer, "Literacy Through Collaboration," Teacher Librarian, volume 27, no. 1 (October, 1999), pp. 15-20.

R. Blazek, Influencing Students Toward Media Center Use: An Experimental Investigation In Mathematics (Chicago: American Library Association, 1975).

B. S. Campbell and P. A. Cordiero, High School Principal Roles and Implementation Themes for Mainstreaming Information Literacy Instruction. Paper presented at the annual meeting of the American Educational Research Association (New York, April 8-12, 1996). ERIC Document Number ED 399 667.

J. B. Charter, Case Study Profiles of Six Exemplary Public High School Library Media Programs (Doctoral dissertation, Florida State University, 1982).

P. A. B. Cruzeiro, Role and Function Attitudes of Public School Principals Regarding the Library Media Program (Doctoral dissertation, University of South Dakota).

J. Donham, Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists (New York: Neal-Schuman).

Executive Summary: Findings from the Evaluation of the National Library Power Program (Madison, WI: University of Wisconsin at Madison School of Library and Information Studies and School of Education, 1999).

V. S. Gehlken, The Role of the High School Library Media Program in Three Nationally Recognized South Carolina Blue Ribbon Secondary Schools (Doctoral dissertation, University of South Carolina, 1994).

A. E. Hambleton and J. P. Wilkinson, The Role of the Library in Resource-Based Learning. SSTA Research Center Report #94-11. Available at http://www.ssta.sk.ca/research/instruction/94-11.htm 2001.

D. Hamilton, "The Principal and the School Library," Education Canada, volume 23, no. 3 (Fall, 1983), pp. 31-35, 38.

L. Hay, J. Henri, and D. Oberg, "The Role of the Principal in an Information Literate School Community: Think Global, Act Local." In J. Henri and K. Bonanno (Eds.), The Information Literate School Community: Best Practice (Wagga Wagga, Australia: Centre for Information Studies, Charles Sturt University, 1999), pp. 121-147.

K. Haycock, "Fostering Collaboration, Leadership, and Information Literacy: Common Behaviors of Uncommon Principals and Faculties," NASSP Bulletin, volume 83, no. 605 (March, 1999), pp. 82-87.

D. L. Hellene, The Relationship of the Behaviors of Principals in the State of Washington to the Development of School Library Media Programs, (Doctoral dissertation, University of Washington, 1973).

L. LaRocque and D. Oberg, "The Principal's Role in a Successful Library Program," The Canadian School Executive, vol. 11, no. 4 (1991), pp. 17-21.

A. M. Lumley, The Change Process and the Change Outcomes in the Development of an Innovative Elementary School Library Media Program (Doctoral dissertation, Kansas State University, 1994).

Maryland State Department of Education, Division of Library Development and Services, School Administrators' Role in the Development of the Library Media Program. ERIC Document no. 156 134 (1977).

L. Master and N. L. Master, A 1988 Statewide Survey of Nevada School Librarians' Self-Perceptions as Instructional Leaders in Their Schools. ERIC Document No. 300 016.

A. McCracken, "School Library Media Specialists' Perceptions of Practice and Importance of Roles Described in Information Power," School Library Media Research, vol. 4, 2001. http://ala.org/SLMR/wol4/perceptions/perceptions_main.html

D. Oberg, Principal Support: What Does It Mean to Teacher-Librarians? Paper presented at the annual conference of the International Association of School Librarianship (Worcester, England, July 17-21, 1995) ERIC Document ED 400 851. http://www.slis.ualberta.ca/oberg_support.htm

D. Oberg, "The School Library Program and the Culture of the School," Emergency Librarian, volume 18, no. 1 (1991), pp. 9-16.

D. Oberg, Principal Support: Research from Canada. Paper presented as the IFLA Conference, Copenhagen, Denmark, 1997. http://www.ifla.org/IV/ifla63/63obed.htm

D. Oberg, L. Hay, and J. Henri, "The Role of the Principal in an Information Literate School Community: Findings From an International Research Project." In L. Lighthall and E. Howe (Eds.), Unleash the Power! Knowledge, Technology, Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Birmingham, Alabama (Seattle, WA: IASL, 1999).

R. C. Pearson, A Critical Relationship: Rural and Small School Principals and Librarians (1989). ERIC Document Number ED 390 589.

J. L. Powell, The Relationship of the Presence of District-Level Media Supervision to the Use and Availability of Media Services in Public Elementary Schools in Virginia (Doctoral dissertation, University of Virginia, 1992).

J. I. Tallman and J. D. van Deusen, "Collaborative Unit Planning – Schedule, Time, and Participants, Part Three," School Library Media Quarterly,

C. M. Townsend, The Principal's Role in Implementing "Information Power": The New National Guidelines for School Library Media Centers. (1988) ERIC Document Number ED 338 250.

P.M. Turner, "The Relationship Between the Principal's Attitude and the Amount and Type of Instructional Development Performed by the Media Professional," International Journal of Instructional Media, volume 7 (1979-1980), pp. 127-138.

M. Tyler-Porter, Media Specialists' Perceptions of Administration in Censorship and Access of Information in School Library Media Centers (Principals) (Doctoral dissertation, Georgia State University, 1997).

J. D. van Deusen and J. I. Tallman, "The Impact of Scheduling on Curriculum Consultation and Information Skills Instruction, Part One," School Library Media Quarterly, vol. 22 (Fall, 1994), pp. 17-25.

J. F. Watkins and A. H. Craft, "Library Media Specialists in a Staff Development Role: Teaming With the Principal for Instructional Leadership," School Library Media Quarterly, volume 16 (Winter, 1988), pp. 110-114.

P. P. Wilson and J. A. Lyders, Leadership for Today's School Library: A Handbook for The Library Media Specialist and the School Principal (Westport, CT: Greenwood Press, 2001).

IV. General Use Websites

Conference participants will need current relevant information if they set out to craft persuasive arguments for enhanced library participation and investment. The list below offers a sampling of websites that could be of substantial use in gathering additional information about research, trends, programs, and comparative statistics.

http://www.sldirectory.com/
"School Libraries on the Web: A Directory." This is a large and useful site housing a list of library web pages maintained by K-12 school libraries in countries all around the world. The content is varied and useful. The site is searchable. There also are links to four other pages of interest and use, including

- State Pages Relating to School Library Media Services. There are direct links to the school library media pages on each of the State Department of Education sites in the United States, Australia, Germany, and Great Britain. Each of those, in turn, has links to specific information, programs, statistics, and research.

- Web Pages Maintained by School District Departments of Libraries/Media Services. This page has links to specific school districts in the United States, Canada, and Great Britain that maintain web pages describing their services and operations. Each of those, in turn, has links to specific information, model programs, statistics, research and more.

- National Pages Relating to Library/Media Center Services. Links to a mix of pages – some are national government sites, others are to national organizations, others are to smaller organizations, others are to articles. The list includes Australia, Canada, China, New Zealand, South Africa, the United Kingdom, the United States, Zimbabwe, and a multinational listing.

- Resources for School Librarians. These resources are for librarians to use in teaching and in library administration.

http://www.teacher.com/sdoe.htm
This website offers direct links to all of the home pages of the 50 State Departments of Education and to the U.S. Department of Education.

http://www.ala.org/aasl/resources/infolit.html
A page of "Resource Guides for School Library Media Program Development" offered by the American Association of School Librarians (AASL).

http://www.ala.org/aasl/resources/achievement.html
The American Association of School Librarians "Student Achievement" page with links to research studies, articles, and material on the Library Research Service (http://www.lrs.org) site.

www.alsde.edu/general/LiteracyPartners.pdf
"Literacy Partners: A Principal's Guide to an Effective Library Media Program for the 21st Century" -- a downloadable 52-page guide prepared by the Alabama State Department of Education. This document was prepared by library media professionals in Alabama to help principals understand the nature and value of school libraries.

http://www.wallacefunds.org/publications/pub_library/articles/main.htm
This is the DeWitt Wallace Foundation that funded the National Library Power Project. The site has links to a variety of articles and research reports relating to school library impact and improvement.

http://www.cde.ca.gov/library
The school library page of the California Department of Education. The site has links to statistics, research, and other useful information.

http://www2.lib.udel.edu/taskforce/library.htm
The State of Delaware Governor's Task Force on School Libraries. There is information on Delaware schools and libraries, a survey, trends and practices, and journal articles. Searchable.

http://www.bcpl.net/~dcurtis/libraryfacts/
The Baltimore County Public Schools site with links to a wide variety of library related research and information.

http://www.pgcps.org/~media1/outcome.html
The Office of Library Media Services for the Prince George County, Maryland, schools. There are links here to standards, model programs, assessment models, and a guide for "Planning a Successful Library Media Program."

http://www.kde.state.ky.us/oet/customer/online2/essentia.asp
A page at the Kentucky Department of Education listing the "Essentials of an Effective Library Media Program" in three columns: (1) Essential Element; (2) Impact – Why This is Necessary for Student Achievement; (3) Implementation – How This Can Be Achieved.

http://mdk12.org/practices/good_instruction/projectbetter/information_literacy/index.html
The Better Information Literacy Project site developed by the Maryland State Department of Education. There are summaries of current research on effective instruction in a variety of areas, including material on the role of information literacy.

http://www.dpi.state.wi.us/dltcl/imt/district.html
The Instructional Media and Technology page on the Wisconsin Department of Public Instruction site. There is a two-page outline of the elements of essential district-level leadership for school library media programs.

http://www.libsci.sc.edu/shannon/flexbib.htm
A bibliography of research and argument regarding flexible scheduling/flexible access library media programs compiled by Donna M. Shannon at the University of South Carolina College of Library and Information Science.

http://es.houstonisd.org/ScrogginsES/information/library/collabor.htm
This is a site created by Ellen Wiseman at Scroggins Elementary School in the Houston ISD. She offers bibliographies, advice, lesson/unit formats, and links to research and model programs involving teacher/librarian collaboration.

http://www.neema.org/NEASC.htm
A 41-page report on "The Place of the School Library Media Program in the Accreditation Process of the New England Association of Schools and Colleges."

http://www.emsc.nysed.gov/nyc/library.html
The Office of New York City School and Community Services site. There are links to research and statistics pages and an evaluation rubric, among other things.

http://www.ncwiseowl.org/impact/admin/double.pdf
IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel. An 80 page guide from the Instructional Technology Division of the Public Schools of North Carolina State Board of Education under the Department of Public Instruction.

http://www.lrs.org/html/data/academic/academic_libraries.html
This is a page of the Library Research Service (http://www.lrs.org) site that deals with academic library comparisons. There are multiple links here to access national, state, and organizational data for information and inter-library comparisons.

http://www.ala.org/aasl/SLMR/vol4/reform/reform.html "The Implications of Selected School Reform Approaches for School Library Media," School Library Media Research, volume 4 (2001). This is a paper by Gary Hartzell on the implications of selected school reform ideas for school library media and for media specialists. Each reform is described and its individual implications for library media services identified. From these implications, general themes are noted and conclusions are drawn.

http://mciu.org/~spjvweb The Springfield Township High School Virtual Library, maintained by Joyce Valenza. Links to library organizations and other materials.

V. Persuasion Resources

This is a very small collection of prepared presentations and other written and graphic materials that can be used in efforts to convince boards of education, administrative colleagues, faculties, parent groups, and business partners that the library is not only a good investment but a necessary one.

The collection is divided into two sections: (1) library specific resources, and (2) generally helpful persuasion resources.

Specific Library Presentation Resources

American Association of School Librarians, Information Power: Implementation PowerPoint Presentation. This PowerPoint program was produced by the AASL Task Force for Coordinating the Implementation of *Information Power: Building Partnerships for Learning*. http://wwwala.org/aasl/ip_powerpoint.html

Iowa Educational Media Association, IEMA PowerPoint Presentations. This is a set of two prepared PowerPoint presentations, one to use with administrators and one to use with teachers. The programs deal with such topics as Library Media, How Can We Help YOU?, Providing Resources, Working With Students, Planning and Working With Teachers, Benefits of Teacher/Media Specialist Collaboration, and Recent Research. There also are prepared handouts to go with the programs. http://www.iema-ia.org/IEMA437.html

K. C. Lance and D. V. Loertscher, Powering Achievement: School Library Programs Make a Difference – The Evidence (San Jose, CA: Hi Willow Research and Publishing, 2001). This book not only presents the research results from library impact studies in Colorado, Pennsylvania, and Alaska, it offers templates for one, two, five, seven, ten, and fifteen minute presentations using Powerpoint slides. Handout masters for duplication are included. These slide presentations also are available for free download at http://lmcsource.com (click on "Reviews and Freebies").

Minnesota Educational Media Organization, Video and Handouts. The Minnesota professional organization (MEMO) has developed a video tape and handout to show to parents and community members about the power of media programs. You can download it from http://www.isd77.k12.mn.us/memo/memo.html in QuickTime and get handouts that go with it from http://www.memoweb.org/htmlfiles/links.html It is focused, of course, on Minnesota, but it offers a lot of ideas.

Oregon Educational Media Association, Raising Reading Scores Starts in the Library Media Center. A 31 slide PowerPoint program presenting research and argument. http://www.oema.net/ Brochures and other materials also are available at the site.

Pennsylvania School Librarians Association, Four PowerPoint Presentations. The PSLA has a Professional Development section on its website. There are 4 PowerPoint presentations posted that were the result a recent workshop. They include:

"Tapping Your Influence Potential: Building Influence with Teachers and Administrators"

"Measuring Up: The Research on Student Learning and School Libraries"

"Collaboration: The Key to Building Partnerships for Learning"

"Information Power" (an overview of our national standards)

While some of these are geared for library media specialists, some are useable with others, particularly "Measuring Up". The programs can be downloaded and modified. "PSLA put these on its web page in hopes that other library professionals would use them." http://www.psla.org/pslaworkshops/pslaworkshops.php3

British Columbia Teacher-Librarians Association, Advocacy. This page contains PowerPoint presentations for use with boards of trustees, model letters to parents, and links to useful articles. One of the PowerPoint programs from the Coquitlam Teacher-Librarian Association would be easy to insert statistics from your own district or school. http://www.bctf.bc.ca/psas/BCTLA/advocacy.html

E. Howe, J. Stack, and M. Rettig-Seitam, Planning For Action: Turning Meaningful Data Into Programs and Promotion. ERIC Document number ED 412 969. (1997) Guidelines and tools for action research in the school library that will help justify expenditures and personnel and evaluate and plan services.

J. K. Valenza, School Librarians: A Field Guide to an Evolving Species. http://joycevalenza.com/SchoolLibrarian.pdf or http://www.classroom.com/community/connection/connectednewsletter/librarians.jhtml A four-page article from the April 2002 issue of Classroom Connect, examining what a good school librarian is, does, and contributes. Valenza is a columnist for the Philadelphia Inquirer as well as a school librarian in Pennsylvania.

American Association of School Librarians, The Principal's Manual for Your School Library Media Program. A brochure in .pdf format from the AASL summarizes and communicates the importance of the school library media program to elementary school principals. http://www.ala.org/aasl/pdf/principalsmanual.pdf

Other PowerPoint programs and additional material will be available at http://www.unocoe.unomaha.edu/ghartzell/library/ after July 1, 2002.

Generally Helpful Persuasion Resources

Defining the Context. Someone considering serious change in school operation and interpersonal relationships would benefit greatly from reading these three books in advance of the effort. These works describe the context of school change and address elements that must be considered in any school setting persuasion process. These books are:

R. Evans, The Human Side of School Change (San Francisco: Jossey-Bass, 2000).
M. Fullan, The New Meaning of Educational Change (New York: Teachers College Press, 1991).

S. Sarason, Revisiting the Culture of the School and the Problem of Change (New York: Teachers College Press, 1996).

General Works. Persuasion can be difficult when attempting to change long-standing perceptions of something's nature, function, operation, and role. This is a sampling of persuasion research and persuasive techniques that conference participants might want to peruse in preparing their presentations. Your school library media specialist could acquire full-text copies of all of these either through the EBSCO database or through photocopying or check-out at a local university library.

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Press Contacts
202/606-8339
Eileen Maxwell - emaxwell@imls.gov
Mamie Bittner - mbittner@imls.gov

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WHITE HOUSE CONFERENCE EXAMINES ROLE OF SCHOOL LIBRARIES IN EDUCATION

Laura Bush announces more than $5 million for library foundation

Washington, D.C. - Today Laura Bush hosted the first-ever White House conference on school libraries, spotlighting research that ties academic achievement to strong school library programs. Demonstrating her commitment to school libraries, the First Lady announced that more than $5 million has been pledged to build an endowment for the new Laura Bush Foundation for America's Libraries.

"Library budgets, which are limited to begin with, are being stretched to their limits to accommodate printed material, electronic material, and computer equipment. Librarians must struggle to balance the budget and the needs of their communities," noted the First Lady, who was once a school librarian.

"I am excited," she said, "to announce that the Laura Bush Foundation for America, which is a part of the Community Foundation for the National Capital Region, will help bring books to inner-city and rural school libraries."

Mrs. Bush and her co-host Dr. Robert Martin, a career librarian and Director of the federal Institute of Museum and Library Services, were joined by education, library, government, and philanthropic leaders from across the country. The Institute of Museum and Library Services is a primary source of federal grants for the nation's libraries and museums.

Dr. Martin said, "Mrs. Bush's support for education is genuine, unwavering and sustained. It grows from her personal experience

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as a schoolteacher and librarian. She inspires us to do our best for the children and families we serve."

"This is a landmark event," he said, "the first time in history that there has been a national conference, hosted at the White House, focusing on school libraries. Our purpose this morning is simply to make clear to the world…the crucial difference that a good school library can make in enhancing learning and student achievement."

The conference focused on "what works in school libraries" with up-to-the-minute reports on policy, the latest research, successful local programs, and innovative approaches to funding.

Dr. Vartan Gregorian, President of the Carnegie Corporation, and former President of Brown University and the New York Public Library discussed the role of libraries in our culture and their importance to literacy, reading, education, and self-discovery. "The library," he said, "is the university of universities, for it contains the source and the unity of knowledge. The library is the only true and free university. There are no entrance examinations, no subsequent examinations, no diplomas, no graduations, for no one can graduate-or ever needs to!-from a library." He said that school libraries introduced students to literacy and learning, and he called them "pathways to self-discovery…. instruments for progress and autonomy."

Christine DeVita, president of the DeWitt Wallace-Reader's Digest Fund, spoke about the role of philanthropy in supporting school libraries. Over the past decade, the Fund's "Library Power" initiative helped more than 700 schools turn their libraries into centers of teaching and learning. The school libraries she encountered at the start of the work twelve years ago were in terrible condition. They were "disconnected from the life and learning of classrooms." Power Libraries encouraged teachers and librarians to establish shared goals for student learning, a new approach that required a "sea change" at some schools. Describing the program's impact, she said one school leader told her, " 'Before, the school librarians were the weakest link…Now we see them at the front end of the curriculum.' "

Dr. Susan Neuman is the Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education. As a researcher at Temple University, she conducted a study with funding from the William Penn Foundation comparing the Philadelphia library system's use by low-income and middle- to high-income communities. Among her findings: that libraries are vital to all children, no matter the income level; that different communities use libraries differently; and that librarians, "the hidden stars of libraries," can make a difference. Stressing the role of the librarian, she said, "Children need libraries in their classrooms, schools, and communities. But all children will not use the materials to their fullest extent without supportive adults and librarians."

Dr. Keith Curry Lance, Director of Library Research Service, State Library and Adult Education Office of the Colorado Department of Education, is the author of many landmark library studies. He described his finding that the size of the library in terms of its staff and its collection is a direct predictor of reading scores in elementary and secondary grades, accounting for test score variations of five to 15 percent. He said, "School libraries are a powerful force in the lives of America's children. The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by other powerful influences on student performance."

A panel of practitioners demonstrated how to put the theory to work for children and teachers. The panel included:

- Dr. Steve Wisely, Professor, Superintendent, Medford School District, Medford, Oregon;
- Dr. Gary Hartzell, Professor, Educational Administration and Supervision, University of Nebraska at Omaha;
- Faye Kimsey-Pharr, Elementary School Principal, Lakeside Academy of Math, Science and Technology, Chattanooga, Tennessee; and
- Dr. Kathleen D. Smith, High School Principal, Cherry Creek High School, Cherry Creek, Colorado.

At the close of the event, Mrs. Bush announced that Bill Marriott will serve as chairman of the foundation's leadership council and that John Bryan will serve as vice-chairman. Pam Willeford will serve as executive director and chairwoman of the advisory committee. The committee will develop the guidelines for grant applications to the foundation.

The conference proceedings are available at http://www.imls.gov/pubs/whitehouse0602/whitehouse.htm, and information about the Laura Bush Foundation for America's Libraries can be accessed at http://www.laurabushfoundation.org.

About the Institute of Museum and Library Services (IMLS) - IMLS is an independent Federal agency that fosters leadership, innovation, and a lifetime of learning by supporting the nation's museums and libraries. Created by the Museum and Library Services Act of 1996, PL 104-208, IMLS administers the Library Services and Technology Act and the Museum Services Act. For more information contact IMLS at 1100 Pennsylvania Ave., NW, Washington, D.C. 202-606-8536, or http://www.imls.gov.

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THE LAURA BUSH FOUNDATION FOR AMERICA'S LIBRARIES

White House Photo

June 4, 2002

Washington White House Conference on School Libraries Checks Out Lessons for Success

Washington, DC - First Lady Laura Bush hosted a White House Conference on School Libraries today featuring the latest research and model programs. "School libraries help teachers teach and children learn," noted Mrs. Bush, a former public school teacher and librarian. "Children and teachers need library resources – especially books - and the expertise of a librarian to succeed. Books, information technology, and school librarians who are part of the schools' professional team are basic ingredients for student achievement," Mrs. Bush said. **MORE**

[**Mrs. Bush Opening Remarks**]
[**Mrs. Bush Closing Remarks**]
[**Conference Program (.pdf)**]
[**Presenter Remarks**]

July 30, 2001

Mrs. Bush Announces Creation of Laura Bush Foundation For America's Libraries

Grants will benefit school libraries; help children explore the world through books **MORE**

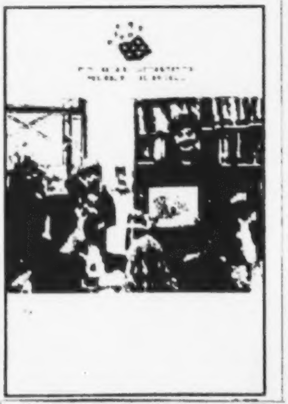
"My lifelong passion for books and reading began when I was a little girl. This new Foundation provides yet another opportunity to share with America's children the magical world of books and reading."

Mrs. Bush

- Read about Laura Bush & her passion for books, reading, & children.

The Foundation

- Find out more about us & how you can contribute!



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-- Laura Bush

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a division of the American Library Association

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AASL News

Dr. Bertice Berry to speak at opening session of AASL 11th National Conference

Well-known motivational speaker, sociologist, author, lecturer, educator and former television talk show host Dr. Bertice Berry will speak at the opening general session of the AASL 11th National Conference and Exhibition. Dr. Berry, who describes her rise from an impoverished background to teaching at Kent University and hosting her own television talk show, is scheduled to speak on Thursday, October 23, 2003 at 3:30-5:30 p.m. [Full Story]

AASL Affiliate members informed about national board standards

More than 90 affiliate members of AASL attended a forum on the National Board for Professional Teaching Standards and the School Library Media Profession held Oct. 4-6, 2002. AASL is the first national professional organization to work directly with NBPTS in support of its members and those in the profession desiring to become board certified. [Full Story]

AASL Spotlight

AASL National School Library Media Program of the Year

Apply now for the 2003 NSLMPY Award. Deadline is January 3, 2003. Also view a list of past recipients.

AASL 11th National Conference

"Information Matters" at the next AASL National Conference, October 22-26, 2003 in Kansas City, Mo.

AASL Advocacy Toolkit

Ready-to-use tools to conduct an advocacy campaign for your school library media program.

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Follett Library Resources increases AASL NSLMPY Award to $10,000 in each category

AASL is accepting applications for the 2003 National School Library Media Program of the Year Award. Deadline is January 3, 2003. Now in its fortieth year, the NSLMPY Award has been increased to $30,000 in cash prizes by Follett Library Resources, the sponsor of the award since 1995. [Full Story]

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